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ABSTRACT

This report updates information presented in Volume 1 in 1992. The bulk of the report presents aggregate data on educational participation and attainment from preschool through postsecondary education. The following sections are included: (1) profile of the Hispanic/Latino population in Nebraska; (2) profile of Hispanics/Latinos in preschool, elementary, and secondary education; (3) profile of Hispanics/Latinos in postsecondary education. Twenty-one public school districts from across the state were chosen to represent trends within elementary and secondary school districts. In fall 1996, the Lexington school district, with a 42% Hispanic/Latino population, was the district with the highest concentration of Hispanic students. In 1990, Hispanics/Latinos were about 2.3% of Nebraska's population, and current estimates suggest that they form about 3.1% of the state's population. From 1990-91 to 1996-7, Hispanic/Latino enrollment in Nebraska's elementary and secondary schools increased at an average annual rate of over 11%, until Hispanic/Latino students comprised about 4.6% of the state's total elementary and secondary enrollment. In 1994-95, Hispanic/Latino students accounted for nearly 9% of the state's dropouts. As in previous years, Hispanic/Latino teachers accounted for less than 1% of the state's teachers. The number of Hispanic/Latino students enrolled in postsecondary education increased nearly 38% from Fall 1991 to Fall 1995. Over 2,200 Hispanic/Latino students were enrolled in the state's postsecondary institutions in 1995, a proportion similar to that of 1991. A total of 258 postsecondary degrees were awarded to Hispanics in Nebraska in 1995-96, with nearly 56% of these bachelor's degrees. Appendixes list the meatpacking and food processing plants in Nebraska (where many Hispanics are employed), present tables of data, and list sources. (Contains 47 tables, 17 figures, and 21 references.) (SLD)

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The Educational Status of Hispanics/Latinos in Nebraska: *A Statistical Profile*

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The Educational Status of Hispanics/Latinos in Nebraska: *A Statistical Profile*

Volume 2

Prepared for the Nebraska Mexican American Commission by:
Bureau of Business Research (BBR)
University of Nebraska-Lincoln
June 1997
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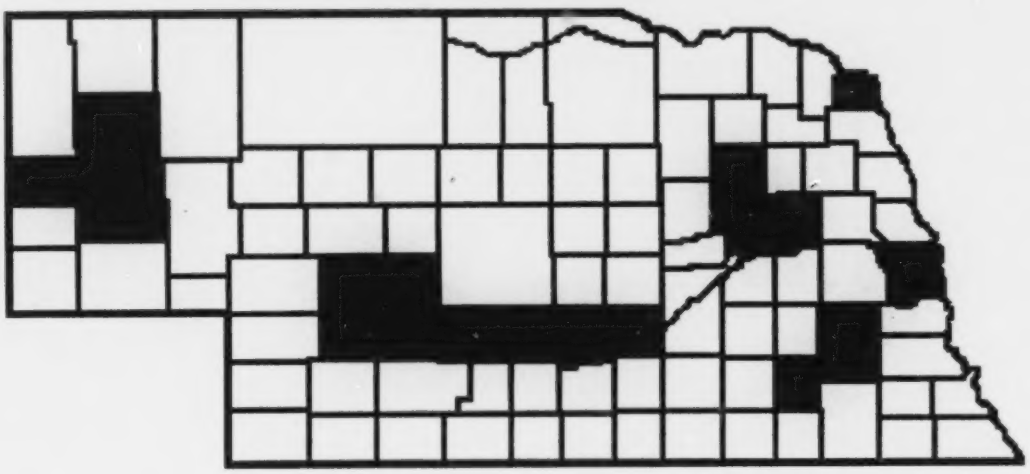
Location of Selected School Districts



Preface

This report updates information presented in The Educational Status of Hispanics in Nebraska: A Statistical Profile, Volume 1, that was prepared for the Nebraska Mexican American Commission by the Bureau of Business Research (BBR) in June of 1992.

The current report begins with a profile of the Hispanic/Latino population in Nebraska derived from federal and state data series. The bulk of the report presents aggregate data on educational participation and attainment from the pre-school to the postsecondary years gathered from a variety of sources. A special section providing the locations of meatpacking and food processing plants in Nebraska also is included in Volume 2.

The report is divided into six major sections:

Section I—Profile of the Hispanic/Latino Population in Nebraska
Section II—Profile of Hispanics/Latinos in Pre-School, Elementary and Secondary Education
Section III—Profile of Hispanics/Latinos in Postsecondary Education
Appendix I—Meatpacking/Food Processing Plants in Nebraska
Appendix II—Data Appendices
Appendix III—Sources

The term Hispanic/Latino (H/L) will be used throughout the report. The term refers to individuals of Mexican, Puerto Rican, Cuban, or other Hispanic origin. Origin can be viewed as the ancestry, nationality group, lineage, or country in which an individual or individual's parents or ancestors were born before their arrival in the United States. Individuals of Hispanic/Latino origin may be of any race.

All data presented in the report pertain to the Hispanic/Latino population in Nebraska unless otherwise noted. Much of the data are presented in terms of academic years, i.e. 1991-92, 1994-95, etc. The term academic year will be implied but not stated by the designation of a year.

Twenty-one public school districts from across the state have been selected to illustrate elementary and secondary school trends within individual districts. The districts and the H/L proportion of total Fall 1996 membership in the districts are:

Alliance Public Schools	9%	Omaha Public Schools	8%
Bayard Public Schools	7%	Schuyler Grade Schools	38%
Bellevue Public Schools	4%	Schuyler Central High School	14%
Crete Public Schools	4%	Scottsbluff Public Schools	29%
Columbus Public Schools	4%	South Sioux City Public Schools	22%
Gering Public Schools	20%		
Grand Island Public Schools	14%		
Kearney Public Schools	6%		
Lexington Public Schools	42%		
Lincoln Public Schools	3%		
Madison Public Schools	25%		
Minatare Public Schools	30%		
Mitchell Public Schools	21%		
Morrill Public Schools	25%		
Norfolk Public Schools	9%		
North Platte Public Schools	8%		

Highlights of Volume 2

- Hispanics/Latinos in Nebraska numbered nearly 37,000 in 1990—2.3 percent of Nebraska's population. Current estimates put the Hispanic/Latino population at 50,348 or 3.1 percent of the state's total population. Hispanics/Latinos will constitute the largest ethnic/racial minority group in the state by 2020. By 2025 Nebraska's Hispanic/Latino population is expected to number over 100,000.

- Births to mothers of Hispanic/Latino origin grew at an average annual rate of 15 percent from 1990 to 1995. Over 7,000 Hispanic/Latino births occurred during the 1990 to 1995 period. In contrast, 6,200 Hispanic/Latino births occurred during the entire decade of the 1980s. Nearly 40 percent of Hispanic/Latino births were out-of-wedlock from 1990 to 1995. Teenage mothers accounted for 34 percent of total Hispanic/Latino out-of-wedlock births.

- Hispanic/Latino student fall membership (enrollment) in Nebraska's elementary and secondary schools increased at an average annual rate of over 11.0 percent from 1990-91 to 1996-97. In contrast total student membership grew at a rate of only 1.0 percent annually. The total number of Hispanic/Latino students jumped nearly 92 percent over the period. Hispanic/Latino students comprised 4.6 percent of total students enrolled in 1996-97, up from 2.6 percent in 1990-91. The Lexington Public Schools currently have the highest proportion of Hispanic/Latino students at 42.0 percent of total students enrolled in the district.

- The ratio of Hispanic/Latino dropouts to total dropouts in elementary and secondary schools increased steadily from 1990-91 to 1994-95. In 1994-95, Hispanic/Latino dropouts accounted for nearly 9.0 percent of total dropout statewide, up from 5.5 percent in 1990-91.

- Hispanic/Latino students accounted for 11 percent of the 772 students expelled from school in Nebraska over the three-year period 1992-93 to 1994-95.

- Hispanic/Latino students accounted for approximately 2.5 percent of all high schools completions each year from 1991-92 to 1994-95. The Hispanic/Latino completion rates for 1993-94 and 1994-95 were 85 and 91 percent, respectively.

- Spanish-speaking students comprised nearly three-quarters of enrollments in Limited English Proficiency (LEP) programs statewide in 1995-96.

- The 1996-97 ratio of Hispanic/Latino personnel to all personnel in public school districts (FTE basis) was unchanged from 1990-91. Hispanic/Latino teachers and principals accounted for less than 1 percent of personnel in their respective categories in both 1990-91 and 1996-97.

- The composite ACT scores of Hispanic/Latino students were consistently lower than those for all students taking the assessment in the state from 1990 to 1995. Students of Mexican origin scored lower than students of other Hispanic/Latino origin in all but two of the years examined.

- The number of Hispanics/Latinos enrolled in postsecondary institutions increased nearly 38 percent from Fall 1991 to Fall 1995. Over 2,200 Hispanic/Latino students (both U.S. natives and international) were enrolled in the state's public and independent institutions in Fall 1995. Hispanic/Latino students accounted for just under 2 percent of total student enrollment in the state's postsecondary institutions, that proportion is not a substantial change from Fall 1991.

- The largest proportions of Hispanic/Latino students were enrolled in the University of Nebraska system and the state's community college system in 1995 (43 and 32 percent respectively.) Hispanic/Latino student enrollment accounted for 1.8 percent of total student enrollment in the University of Nebraska system (UNL, UNO, UNMC, UNK) in 1995. Hispanic/Latino enrollment constituted 1.4 percent of enrollments in the state college system, 2.2 percent in the technical community college system, and 1.9 percent in the state's independent colleges and universities.

- A total of 258 postsecondary degrees were awarded to Hispanic/Latino students in 1995-96. Nearly 56 percent were bachelor's degrees, over 21 percent were associate degrees or less, 10 percent were master's degrees and nearly 13 percent were either Ph.D. or first professional degrees. Degrees were awarded to Hispanic/Latino students most frequently in the fields of health professions, business administration, education and social sciences in 1995-96.

Section I
Profile of the Hispanic/Latino Population in Nebraska

Hispanic/Latino Population: 1990 Census Counts, Current Estimates, and Projections to 2025

According to the 1990 Census of Population, the number of Hispanics/Latinos in Nebraska jumped nearly 32.0 percent from 1980 to 1990, to a total of 36,969. Hispanics/Latinos constituted 2.3 percent of the state's total population in 1990. Over 80 percent of the state's H/L population was of Mexican origin in 1990 (Table I-a). The Hispanic/Latino population in Nebraska is growing rapidly. Current (1995) estimates by the U.S. Census Bureau put the H/L population of Nebraska at 50,348, (Table I-b) an increase of more than 36 percent over 1990. Hispanics currently constitute 3 percent of the Nebraska population.

Projections of the population indicate that Hispanics/Latinos will steadily gain larger shares of the state's population. By 2005, Hispanics/Latinos are expected to constitute 4 percent of the state's population; by 2025, the share will be nearly 6 percent. Projections indicate that the H/L population in Nebraska will surpass 100,000 persons between 2020 and 2025 and Hispanics/Latinos will become the largest ethnic/racial minority in the state.

The 1990 age distribution data present a picture of a relatively young population. The median age of the state's H/L population was approximately 23 years. In contrast, the median age for the total population was approximately 33 years. Forty-two percent of the H/L population was under the age of 19; 28 percent was under the age of twelve. Examining the current (1995) population by age reveals that over 14,000 H/L residents of the state are age five to 17 (Table I-c); over 6,500 are in the 18 to 24 year age group.

During the 1980s when total populations dropped in 83 of Nebraska's 93 counties the H/L population increased in 56 counties. Nineteen of the 56 counties showed increases in the H/L population of at least 60 percent; nine showed increases of at least 100 percent. Hispanics/Latinos resided in all but four of the state's 93 counties in 1990 (Figure I-a). Hispanics/Latinos constituted at least five percent of the total populations of five counties in 1990: Box Butte, Dakota, Lincoln, Morrill, and Scotts Bluff. Four of the five counties are located in the western half of the state (Table I-d). Scotts Bluff County had the highest proportion of H/L residents in the state, at 14.5 percent of total county population.

Several communities, including Lyman, Scottsbluff, and Mitchell had H/L populations in excess of 15 percent of total residents (Table I-e). Hispanics/Latinos constituted 3 percent of the population in Omaha, 2 percent in Lincoln, and nearly 5 percent of the population of Grand Island in 1990.

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Table I-a

Hispanic/Latino Population in Nebraska by Origin, 1990

Total	36,969
Mexican	29,665
Puerto Rican	1,159
Cuban	480
Other H/L	5,665

Table I-b

Profile of the Current and Projected Population, Statewide 1990, 1995-2025 (Projected)

		Hispanic/	H/L %	Not of Hispanic Origin, by Race		
	Total	Latino	of Total	Asian %	Black %	Am Indian %
1990	1,578,385	36,969	2.3%	0.8%	3.7%	0.8%
1995	1,637,000	50,348	3.1%	1.0%	3.8%	0.7%
2000	1,706,000	60,142	3.5%	1.2%	4.1%	0.8%
2005	1,765,000	69,732	4.0%	1.5%	4.4%	0.9%
2010	1,807,000	78,725	4.4%	1.6%	4.6%	1.0%
2015	1,852,000	88,418	4.8%	1.8%	4.9%	1.1%
2020	1,892,000	99,110	5.2%	2.0%	5.1%	1.1%
2025	1,930,000	110,725	5.7%	2.1%	5.3%	1.2%

Table I-c

Distribution of the Hispanic/Latino Population in Selected School-Age Groupings, 1995, 2010, 2025 (Projected)

	1995	2010	2025
5 to 11	7,885	10,468	14,185
12 to 14	3,186	4,300	5,944
15 to 17	3,026	4,651	5,747
18 to 24	6,548	10,037	12,515
Total	20,645	29,456	38,391

Figure I-a
Number of Hispanics/Latinos and H/L Proportion of Total County Population, 1990

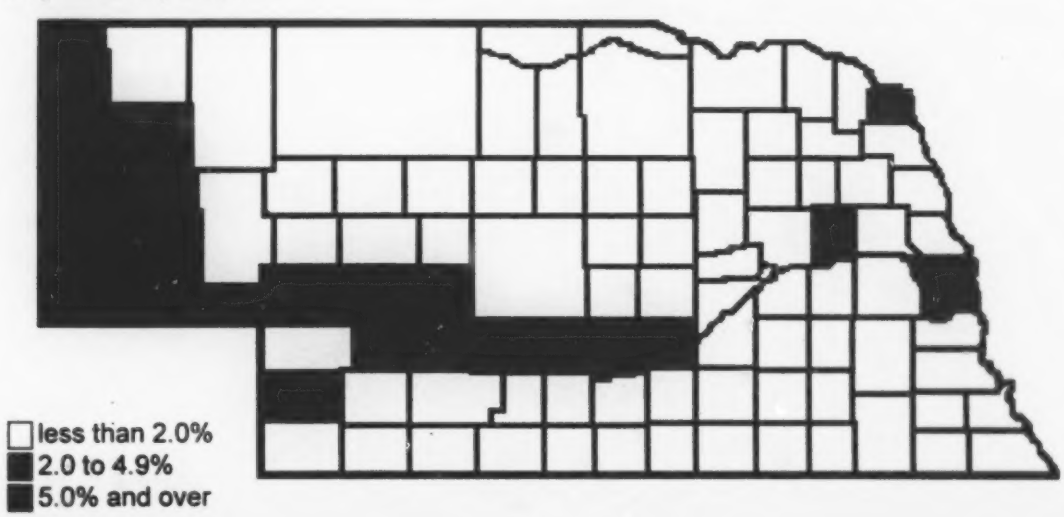

Table I-d

Counties Containing over Three-Quarters of 1990 Hispanic/Latino Population, 1990

	H/L Number	H/L % of Total Pop.
Douglas	11,368	3%
Scotts Bluff	5,237	15%
Lancaster	3,938	2%
Sarpy	3,383	3%
Hall	2,116	4%
Lincoln	1,623	5%
Buffalo	1,023	3%
Dakota	1,106	6%

Table I-e

Hispanic/Latino Population, Proportions and Population Change, Selected Cities and Towns, 1980 to 1990

(Sorted Alphabetically and by H/L Proportion of 1990 Population)

Alpha	1980	1990	% Change	% of Total 1990	*By %*	1990	% of Total 1990
Alliance	394	632	60%	7%	Lyman	197	44%
Bayard	202	181	-10%	15%	Terrytown	196	30%
Beatrice	62	80	29%	1%	Scottsbluff	2,720	20%
Bellevue	554	1,213	119%	4%	Mitchell	303	17%
Bridgeport	70	167	139%	11%	Bayard	181	15%
Columbus	58	167	188%	1%	Gering	944	12%
Cozad	228	228	0%	6%	Bridgeport	167	11%
Dakota City	89	145	63%	10%	Morrill	102	11%
Fremont	112	165	47%	1%	Dakota City	145	10%
Gering	821	944	15%	12%	Wood River	91	8%
Grand Island	1,066	1,887	77%	5%	Madison	151	7%
Hastings	299	268	-10%	1%	Cozad	228	6%
Kearney	549	667	21%	3%	North Platte	1,355	6%
Kimball	119	116	-3%	5%	Alliance	632	6%
LaVista	230	303	32%	3%	South Sioux City	545	6%
Lexington	243	329	35%	5%	Lexington	329	5%
Lincoln	2,745	3,764	37%	2%	Grand Island	1,887	5%
Lyman	184	197	7%	44%	Kimball	116	5%
Madison	15	151	907%	7%	Sidney	263	4%
McCook	144	163	13%	2%	Schuyler	164	4%
Mitchell	329	303	-8%	17%	Bellevue	1,213	4%
Morrill	102	102	0%	11%	Ogallala	194	4%
Norfolk	96	299	211%	1%	LaVista	303	3%
North Platte	1,279	1,355	6%	6%	Omaha	10,288	3%
Ogallala	222	194	-13%	4%	Kearney	667	3%
Omaha	7,319	10,288	41%	3%	Lincoln	3,764	2%
Papillion	90	193	114%	2%	McCook	163	2%
Schuyler	62	164	165%	4%	Papillion	193	2%
Scottsbluff	2,347	2,720	16%	20%	Norfolk	299	1%
Sidney	199	263	32%	4%	Hastings	268	1%
South Sioux City	247	545	121%	6%	Columbus	167	1%
Terrytown	155	196	26%	30%	Beatrice	80	1%
Wood River	114	91	-20%	8%	Fremont	165	1%

Selected Characteristics of the Hispanic/Latino Population: 1990

In 1990, 60 percent of Hispanics/Latinos in Nebraska age 25 and over had completed high school (Table I-f). In comparison, the completion rate for the entire adult population was 82 percent completion. Of the remaining 40 percent of Hispanics in this age group, 16 percent had completed from ninth to 11th grade and 24 percent had completed 8th grade or below.

Bachelor's, graduate, or professional degrees were completed by over 9 percent of the adult Hispanic population in 1990; nearly 6 percent had completed associate's degrees. In comparison, 19 percent of the state's total adult population had completed bachelor's degrees or above, 7 percent had completed associate's degrees.

High school graduation rates among adult Hispanics/Latinos ranged from a high of 91 percent in Sarpy county to a low of 22 percent in Dakota County. Sarpy County also ranked highest in terms of H/L persons completing at least one year and at least four years of college in 1990 at 66 and 24 percent, respectively.

Census data on the number of individuals who reported speaking Spanish at home in 1990 do not correspond directly with the number of reported Hispanic/Latino residents. For example, 320 persons in Adams County reported speaking at least some Spanish, while the total H/L population of Adams County was 303. It can be assumed, however, that a substantial number of individuals reported to speak Spanish were reported as being of H/L origin in the population counts. The questions pertaining to language spoken at home were not designed to determine primary language or fluency, but rather which languages, other than English, currently were being spoken in the household.

In 1990, 24,555 persons statewide reported speaking Spanish at home. Of that total, over 5,500, or 23 percent, were age five to 17. The majority of Hispanics/Latinos at five to 17 who spoke Spanish at home in 1990 were reported to "speak English very well", however, 12 percent were reported to "speak English not well." Nearly 6 percent of H/L children age five to 17 were classified as linguistically isolated[1] in 1990; 83 percent of those were age five to 13.

Three quarters of H/L households were family households in 1990 (e.g. related persons living together) (Table I-g). Forty-eight percent of family households consisted of a married couple with children under 18. Approximately 16 percent of H/L family households consisted of a female head of household and children under 18.

The labor force participation rates of Hispanics/Latinos in 1990 were higher than those of the entire population of the state (Table I-h). The participation rate for working age H/L males was 81 percent versus 77 percent for the entire male working age population; 64 percent of the H/L female working age population participated in the labor force versus 60 percent for the entire female working age population.

One third of H/L households had annual incomes of less than $15,000 in 1989 (Table I-i). Nearly 60 percent had annual incomes ranging from $15,000 to $49,000. Roughly 9 percent had annual incomes at $50,000 or above.

Poverty among H/L families varied widely by family type (Table I-j). The poverty rate for married couple families was 11 percent in 1989. Male-headed families (no wife present) had a poverty rate of 17 percent. In stark contrast, approximately 53 percent of female-headed H/L families had annual incomes below the poverty level in 1989. Nearly 96 percent of female-headed families living below the poverty level had children under the age of 18. Exactly one-half of all H/L persons living below the poverty level in 1989 were under the age of eighteen (Table I-k).

[1]Linguistic isolation is a term that the Census Bureau applies to households. In households that are classified as linguistically isolated, no person age 14 or over speaks only English and no person age 14 or over who speaks a language other than English

Table I-f
Educational Attainment of Hispanics/Latinos Age 25 and Over, 1990

	Number	Percent	
Less than 9th grade	3,828	24%	
9th to 11th grade	2,572	16%	
12th grade, diploma	4,328	27%	
Some college, no degree	2,854	18%	**60% high school graduates**
Associate's degree	902	6%	
Bachelor's degree or above	1,504	9%	
Total	15,988	100%	

Table I-g
Hispanic/Latino Household Type, Statewide, 1990

		% of Group	% of Families	% of Total HH
Family Households	**7,521**			**76%**
Married Couple Family				
With children <18	3,599	67%	48%	
No children <18	1,803	33%	24%	
Group subtotal	5,402	100%		
Other family				
Male householder, no wife				
With children <18	330	50%	4%	
No own children <18	336	50%	4%	
Group subtotal	666	100%		
Female householder, no husband				
With children <18	1,201	83%	16%	
No children <18	252	17%	3%	
Group subtotal	1,453	100%		
Non family Households	**2,427**			**24%**
Total Households	**9,948**			**100%**

Table I-h
Labor Force Participation Rates, by Sex, 1990

	Male	Female
Hispanic/Latino	81%	64%
Total Population	77%	60%

Table I-i
Distribution of Hispanic/Latino Household Income, 1990

	Number	% Dist
Less than $5,000	1,022	10%
$5,000 to $9,999	1,034	10%
$10,000 to $14,999	1,299	13%
$15,000 to $24,999	2,323	23%
$25,000 to $34,999	1,910	19%
$35,000 to $49,999	1,468	15%
$50,000 to $74,999	762	8%
$75,000 to $99,999	93	1%
$100,000 or more	37	0%
Total	9,948	100%

speaks English "very well." All members of a linguistically isolated household are tabulated as linguistically isolated, including members under age 14 who speak only English.

Table I-j
Distribution of Hispanic/Latino Families Below Poverty, by Family Type, 1990

		% of Group	% of Total
Married couple family:			
With related children under 18 years:			
Under 5 years only	111	18%	
5 to 17 years only	159	26%	
Under 5 & 5-17	215	35%	
No children <18	122	20%	
Group subtotal	607	100%	41%
Other family			
Male HH w/related children			
Under 5 years only	44	39%	
5 to 17 years only	35	31%	
Under 5 & 5-17	12	11%	
No children <18	23	20%	
Group subtotal	114	100%	8%
Female HH w/related children			
Under 5 years only	234	31%	
5 to 17 years only	295	39%	
Under 5 & 5-17	203	27%	
No children <18	34	4%	
Group subtotal	766	100%	52%
Total–Families Below Poverty	1,487		100%

Table I-k
Hispanic/Latino Poverty Status by Age, 1989

		% of Group	% of Grand Total
Income above poverty level			
Under 5 years	2,965		
5 years	661		
6 to 11 years	3,341		
12 to 17 years	3,031		
18 to 64 years	15,462		
65 to 74 years	736		
75 years and over	278		
Group subtotal	26,474		77%
Income below poverty level			
Under 5 years	1,535	20%	
5 years	238	3%	
6 to 11 years	1,199	15%	
12 to 17 years	907	12%	
18 to 64 years	3,587	46%	
65 to 74 years	167	2%	
75 years and over	123	2%	
Group subtotal	7,756	100%	23%
Grand Total	**34,230**		**100%**

Births

From 1980 to 1989, 6,230 children were born to mothers of H/L origin statewide. In the period from 1990 to 1995 alone, H/L births numbered 7,093 statewide (Figure I-b). The number of H/L births grew on average 15 percent annually during from 1990 to 1995, versus five percent during the previous five-year period (1984-1989) During the 1990s, the number of annual H/L births increased steadily from year to year. In contrast, during the 1980s the trend was variable.

Douglas county and Scotts Bluff County had the highest number of total H/L births during the 1990 to 1995 period (Figure I-c). Births in Douglas county averaged 320 per year and showed a strong upward trend over the period. Births in Scotts Bluff County averaged 134 per year. Surprisingly, however, H/L births in Scotts Bluff County showed a downward trend from 1992 through 1995. Births in Dawson County increased most notably from 1990 to 1995, jumping from ten total births in 1990 to 172 total births in 1995. This was equivalent to an average annual increase of 77 percent. Colfax, Hall, Madison and Platte Counties also showed remarkable relative increases in numbers of H/L births over the first half of the decade.

Of special concern may be the rate of out-of-wedlock births to mothers of H/L origin, particularly to women under the age of 20. A total of 2,700 H/L origin out-of-wedlock births occurred from 1990 to 1995—38 percent of all H/L births over the period (Table I-l). Women under age 20 accounted for 34 percent of the out-of-wedlock total during the period.

The ratio of out-of-wedlock births to total births among H/L mothers increased from 1990 to 1995 (Figure I-d). In 1990, 32 percent of total H/L births were out-of-wedlock; the ratio increased to 41percent in 1995. As a percent of total Mexican-origin births, out-of-wedlock births increased from 31 to 39 percent (Table I-m). Out-of-wedlock births to women of other H/L origin increased from 32 percent to 46 percent of the total for that group. The data for the years 1993 through 1995 indicate some tempering of the upward trend however. In fact, data for all racial groups show a similar leveling during the latter three-year period.

Figure I-b
Number of Births to Women of Hispanic/Latino Origin, 1980 to 1995
Comparison of Average Annual Change in H/L Births, Selected Periods

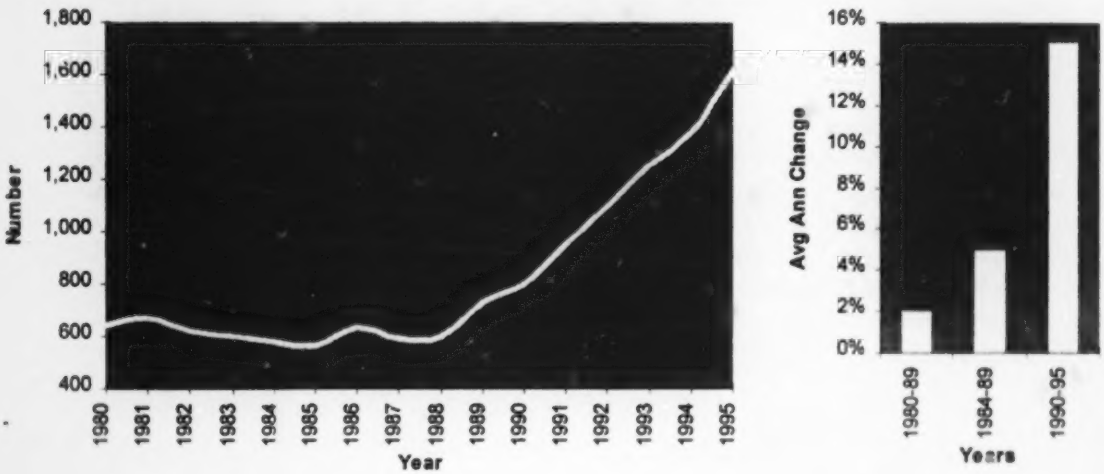

Figure I-c
Counties with 50 or More Hispanic/Latino Births from 1990 to 1995

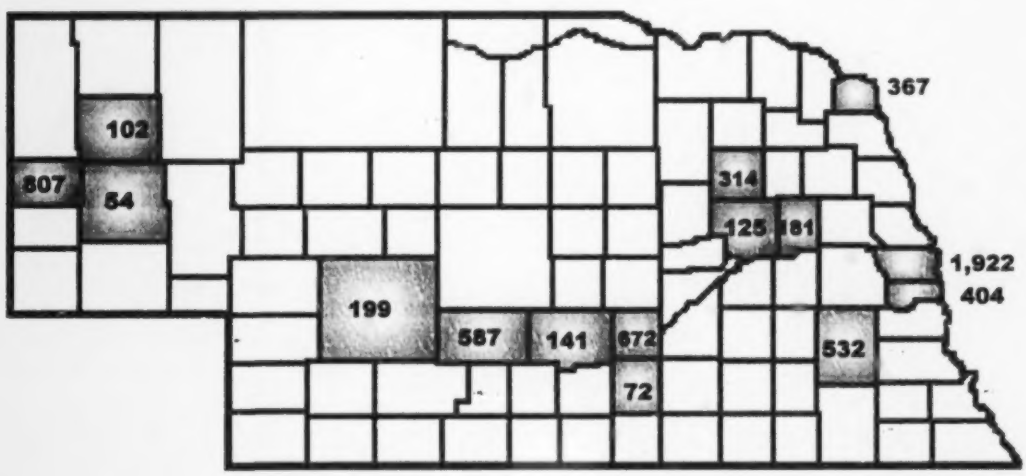

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Table I-l

Number of Hispanic/Latino Out-of-Wedlock Births by Age of Mother, 1990 to 1995

	<=15	16	17	18	19	20-24	25-29	30-34	>=35	Total
1990	12	10	20	30	30	86	43	18	4	253
1991	17	13	20	44	31	133	44	21	14	337
1992	11	22	30	30	41	155	68	28	73	458
1993	8	32	37	43	45	178	78	30	21	472
1994	21	28	45	44	53	219	71	31	23	535
1995	23	36-	40	58	58	249	119	56	19	658
Total	92	141	192	249	258	1,020	423	184	154	2,713
Percent under age 20				34%						
OOW % of Total H/L Births				38%						

Figure I-d

Percent of Total Hispanic/Latino Births Out-of-Wedlock, 1990 to 1995

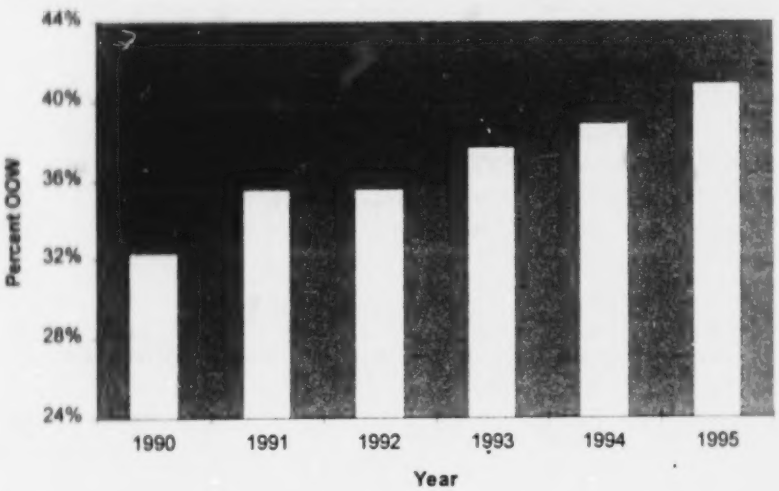

Table I-m

Percent of Births Out-of -Wedlock by Hispanic/Latino Origin and Race Selected Years 1980 to 1995

	1980	1990	1991	1992	1993	1994	1995
Mexican	22.6	31.3	34.2	34.9	35.4	37.5	39.3
Other Hispanic	19.4	32.3	39.0	37.9	44.6	44.0	46.4
White	8.9	16.9	17.5	18.7	19.7	21.0	20.8
Black	61.5	71.3	74.7	72.7	73.3	73.9	73.8
Am Indian	49.8	67.6	67.9	70.1	67.7	67.9	65.8
Other race	5.2	9.1	13.9	16.6	23.7	25.9	25.4

Section II
Profile of Hispanics/Latinos in Pre-School, Elementary and Secondary Education

Head Start

Head Start is a federally funded child development program designed to meet the emotional, social, health, nutritional, and psychological needs of disadvantaged pre-school age children.

There are four major components of Head Start: education, health, parent involvement, and social services. Head Start's educational component is designed not only to meet the needs of the individual child, but to meet the needs of the community at large. Programs with a majority of bilingual children enrolled are required to have at least one teacher or aide who speaks the native language of the children.

Tests are administered only to children suspected of having disabilities. Most assessments are observational and results are not maintained in a reportable form.

Head Start enrollment and staff data are not compiled in a form from which ethnic data can be derived. Contacts with the fourteen Grantee Agencies who administer Head Start programs on a regional basis across the state yielded current (1996-97) enrollments and bilingual staff numbers for all but one of the regions (Table II-a).

In addition to the traditional Head Start program, Panhandle Community Services in Gering administers a Migrant Head Start program. Migrant Head Start operates during the summer months, beginning at the end of May each year. The program operates until enrollment drops below twenty-five students. A new program called Early Start, which provides services for children from age six weeks up to 3 years, now is being administered in certain areas of the state by the Grantee Agencies.

Table II-a
Head Start Enrollment and Bilingual Spanish-Speaking Staff, Statewide, 1996-97

Program Names	Enrollment, 1996-97 H/L	Enrollment, 1996-97 Total	Bilingual Spanish-Speaking Staff
Blue Valley Community Action–Fairbury	3	250	1
Central Nebraska Community Services: Head Start	22	330	2
Central Nebraska Early Head Start	24	75	2
Central Nebraska Even Start	3	20	1
Child and Family Development Corp.–Omaha	166	904	7
Dodge County Head Start–Fremont	6	119	4
Goldenrod Hills Community Action–Wisner	54	300	5
Hall County Head Start	Did not respond to inquiry.		
Head Start–Hastings	49	193	3
Lincoln Action Program	20	329	3
Mid Nebraska Community Services–Kearney	78	272	6
NCA Head Start–Chadron	25	215	1 (Alliance)
Panhandle Community Services–Early Head Start	6	12	0
Panhandle Community Services–Head Start	129	324	23
Plattsmouth Head Start	1	113	0
Sarpy County Head Start	7	91	0
Southeast NE Community Action–Humboldt	5	130	0

Fall Membership (Enrollment)

The number of Hispanic/Latino students enrolled in elementary and secondary schools, based on fall membership totals in all accredited public and private schools in the state, grew from 7,970 students in 1990-91 to 15,281 in 1996-97, an increase of nearly 92 percent[2] (Table II-b). During the same period, the total number of students enrolled in the state's elementary and secondary schools increased just over 7 percent. Hispanic/Latino student fall membership increased at an average annual rate of over 11 percent from 1990-91 to 1996-97. In contrast total student membership grew at a rate of only 1 percent annually.

The Hispanic/Latino portion of total fall memberships (all schools districts) increased steadily over the 1990-91 to 1996-97 period. Hispanic/Latino students comprised nearly 5 percent of total students enrolled in 1996-97, up from approximately 3 percent in 1990-91. Hispanic/Latino students constituted under 3 percent of total enrollments in the state's non-public schools and Education Service Units (ESUs) and just under 8 percent of enrollments in state-operated schools.

1996-97 fall membership figures presented by grade, show that the highest proportions of Hispanic/Latino children are enrolled in the early elementary grades (K through 3rd grade) (Table II-c).

Fall membership figures were examined in twenty-one selected districts across the state from 1990-91 to 1996-97 (Table II-d). The Lexington Public Schools currently have the highest proportion of Hispanic/Latino students at 42.0 percent of total students enrolled. In contrast, during the 1990-91 school year only 6.0 percent of students in the Lexington Public Schools were Hispanic/Latino. Schuyler Grade Schools have a nearly 40.0 percent Hispanic/Latino enrollment currently, also up from 6.0 percent in 1990-91. The largest total numbers of Hispanic/Latino students are found in the Omaha Public Schools, the Grand Island Public Schools, the Lexington Public Schools, and the Scottsbluff Public Schools.

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[2] During roughly the same period, 1990 to 1995, the state's total Hispanic/Latino population increased just over 36.0 percent.

Table II-b

Fall Membership by Type of School District, 1990-91 to 1996-97

All School Districts

	H/L	Total	H/L % of Total
1990-91	7,970	311,238	2.6%
1991-92	8,932	317,021	2.8%
1992-93	9,791	320,718	3.1%
1993-94	11,004	323,892	3.4%
1994-95	11,933	327,750	3.6%
1995-96	13,516	330,769	4.1%
1996-97	15,281	333,665	4.6%
Avg Annual Change	11.3%	1.0%	
Total Change	**91.7%**	**7.2%**	
Non-Public Schools			
1990-91	787	37,158	2.1%
1991-92	834	37,469	2.2%
1992-93	824	38,242	2.2%
1993-94	865	38,805	2.2%
1994-95	885	40,617	2.2%
1995-96	908	41,036	2.2%
1996-97	1,031	41,696	2.5%
Avg Annual Change	4.3%	2.2%	
Educational Service Units (ESUs)			
1990-91	12	550	2.2%
1991-92	17	580	2.9%
1992-93	15	597	2.5%
1993-94	11	594	1.9%
1994-95	20	667	3.0%
1995-96	17	564	3.0%
1996-97	15	550	2.7%
Avg Annual Change	3.8%	0.0%	
*State-Operated Schools**			
1990-91	25	548	4.6%
1991-92	24	515	4.7%
1992-93	32	512	6.3%
1993-94	32	524	6.1%
1994-95	56	591	9.5%
1995-96	41	488	8.4%
1996-97	41	527	7.8%
Avg Annual Change	11.3%	0.5%	

**State-Operated Schools:*
Nebraska School for the Deaf
Nebraska School for the Visually Handicapped
Youth Rehabilitation & Treatment Center–Geneva
Youth Rehabilitation & Treatment Center–Kearney
Youth Secure Treatment Center–Omaha

Table II-c

Fall Membership by Grade, Public and Non-Public Schools, 1996-97

Public	H/L	Total	H/L % of Total	*Non-Public*	H/L	Total	H/L % of Total
Pre-K	221	3,750	5.9%	Pre-K	60	2,148	2.8%
K	1,551	21,847	7.1%	K	86	3,482	2.5%
1	1,397	22,213	6.3%	1	101	3,545	2.8%
2	1,214	21,431	5.7%	2	91	3,559	2.6%
3	1,200	21,149	5.7%	3	85	3,582	2.4%
4	1,126	21,421	5.3%	4	76	3,495	2.2%
5	1,053	22,103	4.8%	5	63	3,343	1.9%
6	1,082	22,527	4.8%	6	67	3,357	2.0%
7	1,028	23,002	4.5%	7	68	3,207	2.1%
8	1,015	22,840	4.4%	8	66	3,006	2.2%
9	1,053	23,954	4.4%	9	82	2,432	3.4%
10	939	23,651	4.0%	10	69	2,404	2.9%
11	713	21,358	3.3%	11	63	2,148	2.9%
12	602	19,644	3.1%	12	54	1,988	2.7%
Total	14,194	290,890	4.9%	Total	1,031	41,696	2.5%

Table II-d

Hispanic/Latino Fall Membership Profile–Selected Districts and Years 1990-91 to 1996-97

					H/L % of Total Membership		Avg Ann Chg in H/L Mbrshp
District	1990-91	1992-93	1994-95	1996-97	1990-91	1996-97	90-91 to 96-97
Alliance	156	164	173	196	7%	9%	4%
Kearney	128	169	191	258	3%	6%	12%
Schuyler High	4	17	40	55	1%	14%	55%
Schuyler Schools	36	94	171	287	6%	38%	41%
South Sioux City	230	320	494	651	9%	22%	19%
Lexington	97	421	696	1,003	6%	42%	48%
Omaha	1,668	2,019	2,429	3,462	4%	8%	13%
Grand Island	454	583	707	1,027	6%	14%	15%
Lincoln	479	580	654	813	2%	3%	9%
North Platte	332	376	380	373	8%	8%	2%
Madison	36	67	131	157	6%	25%	28%
Norfolk	62	139	229	381	2%	9%	35%
Bayard	67	90	105	102	13%	18%	7%
Columbus	15	51	79	141	0%	4%	45%
Crete	6	11	20	59	0%	4%	46%
Bellevue	245	273	316	389	3%	4%	8%
Gering	372	405	420	415	17%	20%	2%
Minatare	46	53	54	73	20%	30%	8%
Mitchell	115	125	136	139	18%	21%	3%
Morrill	78	152	145	139	16%	25%	10%
Scottsbluff	785	843	816	925	25%	29%	3%
Total–Selected Dist.	5,411	6,952	8,386	11,045	5%	9%	13%

Dropouts

The Nebraska Department of Education defines a *dropout* as a student who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state or district approved program, and has not transferred to another school district or program.

From 1990-91 to 1994-95 (the most recent year for which data are available) the number of Hispanic/Latino dropouts jumped from 189 to 373, a 97 percent increase (Table II-e). On average, the number of H/L dropouts increased 19 percent annually over the period. In contrast, the total number of dropouts (all students) increased 23 percent, an average annual increase of approximately 5 percent.

The majority of H/L dropouts from 1992-93 to 1994-95 were male (Figure II-a). The largest proportion of all H/L dropouts left school during or immediately following their 10th grade year.

Hispanic/Latino students accounted for nearly 9 percent of all dropouts in 1994-95, up from 5.5 percent in 1990-91. In contrast, the H/L proportion of total students in 1994-95 was under 4 percent.

Examining the dropout numbers and trends in the selected districts statewide illustrates the disproportionately high representation of Hispanic/Latinos in relation to total dropouts (Table II-f). While Hispanic/Latino students constituted only 6.0 percent of enrollments in the Lexington Public Schools in 1990-91, H/L dropouts accounted for approximately 11 percent of all dropouts in the district. Even more striking is the comparison of Lexington enrollments and dropouts in 1994-95. While Hispanic/Latino students comprised 31 percent of enrollments, H/L dropouts accounted for 68 percent of the total. Similar patterns can be seen across districts in comparisons of Tables II-d and II-g.

The combined Hispanic/Latino dropout rate[3] for the selected districts was 10 percent in both 1993-94 and 1994-95 (Table II-g). Overall, Morrill Public Schools and Schuyler Central High School had the highest H/L dropout rates among the selected districts in 1994-95.

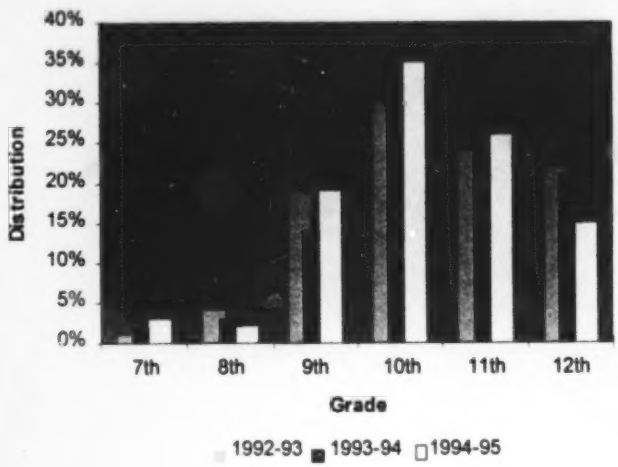
Table II-e

Dropout Summary, 1990-91 to 1994-95

	H/L	Total	H/L % of Total
1990-91	189	3,430	6%
1991-92	236	3,185	7%
1992-93	281	3,322	9%
1993-94	359	4,161	9%
1994-95	373	4,207	9%
Avg Annual Change	19%	5%	
Total Change	**97%**	**23%**	

[3] Based on ratios to 7th to 12th grade fall membership.

Figure II-a
Distribution of Hispanic/Latino Dropouts by Grade Level and Sex 1992-93 to 1994-95



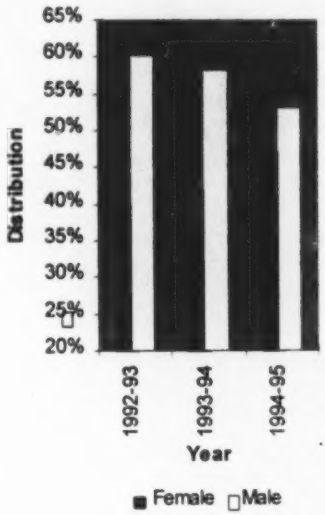


Table II-f
Hispanic/Latino Dropout Profile–Selected Districts and Years, 1990-91 to 1994-95

	Hispanic/Latino Dropouts			H/L % of Total Dropouts		
	1990-91	1992-93	1994-95	1990-91	1992-93	1994-95
Alliance	1	1	0	6%	13%	0%
Kearney	5	8	8	10%	16%	11%
Schuyler High	1	6	11	10%	46%	50%
South Sioux City	8	14	9	24%	37%	24%
Lexington	2	19	43	11%	36%	68%
Omaha	58	51	106	6%	6%	8%
Grand Island	24	23	30	19%	19%	20%
Lincoln	10	22	21	3%	4%	3%
North Platte	14	15	9	13%	15%	13%
Madison	4	3	4	40%	50%	57%
Norfolk	2	0	2	3%	0%	8%
Bayard	0	1	3	0%	100%	100%
Columbus	0	1	3	0%	6%	5%
Crete	0	1	0	0%	10%	0%
Bellevue	0	2	5	0%	5%	7%
Gering	9	11	9	20%	26%	24%
Minatare	0	0	0	0%	0%	0%
Mitchell	5	2	1	50%	25%	17%
Morrill	3	13	28	60%	68%	68%
Scottsbluff	39	28	19	26%	50%	56%
Total–Selected Districts	185	221	311	9%	11%	12%

Hispanic/Latino Estimated Dropout Rates–Selected Districts 1993-94 and 1994-95

	7th-12th Grade Membership		Est. Dropout Rate	
	1993-94	1994-95	1993-94	1994-95
Alliance	60	51	0%	0%
Kearney	64	63	14%	13%
Schuyler High	33	40	48%	28%
South Sioux City	145	173	3%	5%
Lexington	229	235	22%	18%
Omaha	850	928	7%	11%
Grand Island	233	269	15%	11%
Lincoln	288	274	17%	8%
North Platte	160	173	11%	5%
Madison	32	49	13%	8%
Norfolk	52	69	17%	3%
Bayard	44	47	0%	6%
Columbus	24	25	13%	12%
Crete	11	9	0%	0%
Bellevue	110	123	5%	4%
Gering	161	188	6%	5%
Minatare	33	23	6%	0%
Mitchell	59	63	8%	2%
Morrill	69	57	6%	49%
Scottsbluff	333	318	9%	6%
Total–Selected Districts	2,990	3,177	10%	10%

Expulsions

The Nebraska Department of Education defines an *expulsion* as an individual who has been removed from school and has not returned to re-enroll in the school district. Expulsion data do not include students who are suspended from school or reassigned to other schools within the same district.

Data on expulsions were examined for the years 1990-91, and 1992-93 to 1994-95 (Table II-h). Over that period H/L students accounted for more than 10 percent of all expulsions statewide.

As with dropouts, the majority of H/L expulsions from 1992-93 to 1994-95 were male and the highest proportions were removed from school in 8th and 9th grade (Figure II-b).

Expulsions of Hispanic/Latino students in the selected districts accounted for nearly 80 percent of all H/L expulsions statewide during the years examined (Table II-i).

Table II-h
Expulsions Summary, 1990-91, 1992-93 to 1994-95

	H/L	Total	H/L % of Total
1990-91	20	235	9%
1992-93	30	273	11%
1993-94	24	209	12%
1994-95	32	290	11%
Total-selected years	106	1,007	11%

Figure II-b
Hispanic/Latino Expulsion Profile by Grade Level and Sex, 1992-93 to 1994-95, Statewide

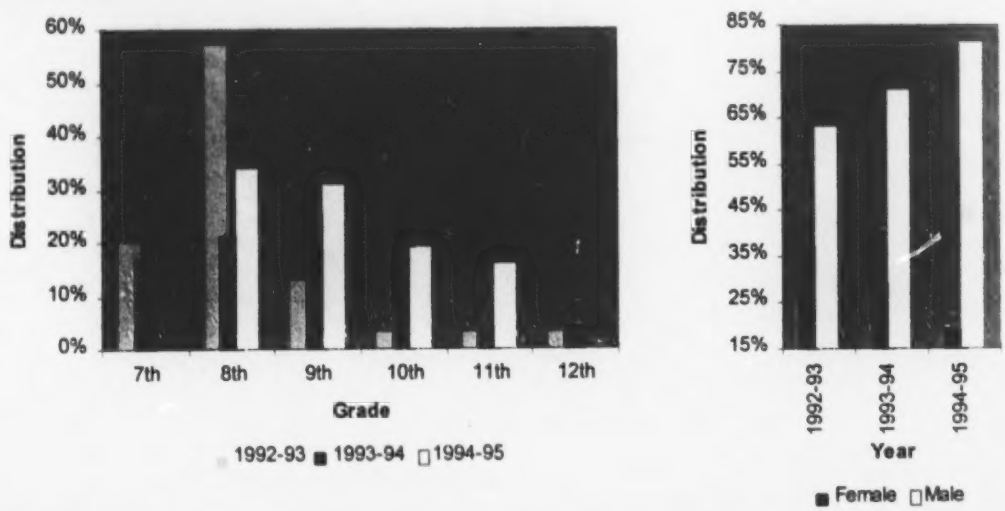


Table II-i
Comparison of Hispanic/Latino Expulsions: Selected Districts and Statewide, 1992-93 to 1994-95

	H/L Selected	H/L Statewide	Selected District % of Statewide
1992-93	25	30	83%
1993-94	19	24	79%
1994-95	24	32	75%
Total	68	86	79%

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Completions

From 1991-92 to 1994-95 (the most recent year for which data are available) a total of nearly 1,900 Hispanic/Latino students completed high school across the state (Table II-j). Over 1,100 of those diplomas, 60 percent, were awarded to H/L students in the selected districts. Hispanic/Latino diplomas accounted for approximately 2.5 percent of all diplomas awarded over the period statewide, and 4 percent of diplomas awarded in the selected districts (Table II-k).

The Omaha Public Schools awarded the most diplomas to Hispanic/Latino students statewide over the period, followed by Scottsbluff Public Schools and the Gering Public Schools.

An estimate[4] of the Hispanic/Latino completion rate over the two-year period 1993-94 to 1994-95 reveals that approximately 88 percent of H/L students enrolled in 12th grade during those years completed their diplomas.

Table II-j
High School Completion Summary, 1991-92 to 1994-95

	H/L	Total	H/L % of Total	H/L 12th Grade Enrollment	Completion Rate*
1991-92	443	18,849	2.4%	–	–
1992-93	455	19,358	2.4%	–	–
1993-94	459	18,832	2.4%	543	85%
1994-95	489	19,863	2.5%	540	91%
Total	1,846	76,902	2.4%	1,083	88%

*Estimate only. Some students earning diplomas may not have been enrolled in the regular 12th grade setting.

Table II-k
Hispanic/Latino High School Completion Profile–Selected Districts, 1991-92 to 1994-95

	Number of H/L Completions					H/L % of All Completions			
	1991-92	1992-93	1993-94	1994-95	Total	1991-92	1992-93	1993-94	1994-95
Alliance	7	6	8	7	28	4%	4%	5%	4%
Kearney	6	4	8	3	21	2%	2%	3%	1%
Schuyler High	1	0	2	1	4	1%	0%	3%	1%
South Sioux City	12	8	13	15	48	8%	5%	7%	10%
Lexington	4	10	18	26	58	4%	7%	13%	22%
Omaha	78	100	89	70	337	4%	5%	5%	3%
Grand Island	17	20	24	21	82	4%	5%	7%	5%
Lincoln	17	35	22	24	98	1%	2%	1%	1%
North Platte	16	14	20	20	70	6%	6%	8%	7%
Madison	1	0	4	4	9	3%	0%	8%	8%
Norfolk	4	5	5	7	21	1%	2%	2%	2%
Bayard	2	2	1	4	9	6%	5%	4%	10%
Columbus	0	2	3	2	7	0%	1%	1%	1%
Crete	0	1	3	0	4	0%	1%	3%	0%
Bellevue	15	11	13	17	56	3%	2%	3%	3%
Gering	18	21	22	21	82	12%	14%	14%	14%
Minatare	6	8	4	3	21	32%	47%	33%	25%
Mitchell	3	5	1	7	16	8%	12%	3%	15%
Morrill	9	4	6	6	25	35%	10%	16%	17%
Scottsbluff	31	35	26	27	119	18%	19%	16%	13%
Total–Selected Dist.	247	291	292	285	1,115	4%	4%	4%	4%

[4] Caution should be exercised in interpreting these estimates since some of the individuals completing diplomas may not have been enrolled in the regular 12th grade school settings.

Title 1 Programs

Title 1, Part A of public law 103-382, the Improving America's Schools Act (IASA), . provides grants to public school districts to provide supplemental instructional services to children and youth who are "failing or most at-risk of failing to meet the high challenging academic standards of the State [or, in the case of Nebraska] the standards of the school district." Individual school districts in Nebraska determine both the number of children at risk and the grades to be served by Title 1 (formerly Chapter 1) programs. Students are served by Title 1 programs in the regular (public and private) school settings and in local or state programs for neglected or delinquent children.

The goals of Title 1 programs are to help at-risk students to succeed in the regular classroom, to attain grade-level proficiency, and to improve achievement in basic and more advanced skills. To be eligible for enrollment in a Title 1 program, a child must live in a school building attendance area that qualifies for Title 1 services. Individual schools qualify for Title 1 funding based on the number of low income students age five to 17 in attendance. Low income status is determined by Census data, eligibility for free lunch or free milk programs, or residence in a state or local institution for neglected or delinquent children.

Individual school districts establish the criteria for determining whether a child is at-risk and therefore eligible for Title 1 services. There are no consistent statewide criteria for determining which children are eligible for the program, although all districts are encouraged to base eligibility decisions on more than a single criterion. The types of services offered by the Title 1 program vary by individual schools within districts based on needs assessments of students in the individual schools.

Students classified as Limited English Proficient (LEP) can be served by Title 1 if their needs stem from educational deprivation not simply from their limited English proficiency. LEP students must be selected for Title 1 participation under the same criteria that is used to select non-LEP students.

In 1994-95 (the most current year for which data are available), 121 of the 320 districts eligible for Title 1 funding served Hispanic/Latino children.

The ratio of Hispanic/Latino students participating in Title 1 programs statewide jumped from 4 percent in 1990-91 to over 11 percent in 1994-95 (Table II-l). Recall that the Hispanic/Latino proportion of total fall membership (enrollment) was under 4 percent statewide in 1994-95. Just over 70 percent of all Hispanic/Latino Title 1 participants were enrolled in the first through the fifth grade (Table II-m). The highest ratio of H/L to total student participants (17 percent) was in the 6th grade.

Hispanic/Latino Title 1 participants in the selected districts accounted for more than three-quarters of all Title 1 participants statewide in 1994-95 (Table II-n). Hispanic/Latino students in Schuyler Grade Schools accounted for 67 percent of all Title 1 participants in that district. Lexington Public Schools and Morrill Public Schools each had H/L to total student ratios above 50 percent.

Over 20 percent of all Hispanic/Latino students enrolled in the selected districts in 1994-95 were Title 1 participants (Table II-o). The highest ratios within the selected districts are seen in the Schuyler Grade Schools, where nearly three-quarters of all H/L students enrolled in the district were Title 1 participants. Morrill and Bayard public school districts had ratios of 69 percent and 45 percent respectively.

Table II-l
Title I Enrollment, Statewide, 1990-91 and 1994-95

	1990-91	1994-95
Hispanic/Latino	1,132	2,292
Total	26,675	20,053
H/L % of Total	4%	11%

121 districts served Hispanic children out of 320 districts with Title I programs.

Table II-m
Title I Enrollment by Grade, 1994-95

Grade	H/L	Total	H/L % of Total	H/L Distribution by Grade
Pre-K	31	725	4%	1%
Kindergarten	187	2,429	8%	8%
1st	331	3,193	10%	14%
2nd	392	3,663	11%	17%
3rd	365	3,139	12%	16%
4th	291	1,862	16%	13%
5th	232	1,516	15%	10%
6th	199	1,181	17%	9%
7th	43	274	16%	2%
8th	55	436	13%	2%
9th	41	487	8%	2%
10th	55	555	10%	2%
11th	52	392	13%	2%
12th	18	201	9%	1%
Total	2,292	20,053	11%	100%

Table II-n
Title I Participation, Selected Districts, 1994-95

	H/L	Total	H/L % of Total
Alliance	38	233	16%
Kearney	39	347	11%
Schuyler Schools	29	43	67%
Schuyler High	7	39	18%
South Sioux City	63	295	21%
Lexington	143	258	55%
Omaha	533	7,014	8%
Grand Island	110	469	23%
Lincoln	184	4,151	4%
North Platte	71	499	14%
Madison	31	92	34%
Norfolk	70	629	11%
Bayard	47	165	28%
Columbus	9	185	5%
Crete	2	38	5%
Bellevue	22	382	6%
Gering	93	249	37%
Minatare	17	54	31%
Mitchell	46	111	41%
Morrill	100	185	54%
Scottsbluff	125	271	46%
Total–Selected Districts	1,779	15,709	11%

Table II-o

Hispanic/Latino Title 1 Participants as Percent of Total H/L Fall Membership, Selected Districts, 1994-95

	H/L Title I 1994-95	H/L Mbrshp 1994-95	Title 1% of H/L Mbrshp 1994-95
Alliance	38	173	22%
Kearney	39	191	20%
Schuyler High	29	40	73%
Schuyler Schools	7	171	4%
South Sioux City	63	494	13%
Lexington	143	696	21%
Omaha	533	2,429	22%
Grand Island	110	707	16%
Lincoln	184	654	28%
North Platte	71	380	19%
Madison	31	131	24%
Norfolk	70	229	31%
Bayard	47	105	45%
Columbus	9	79	11%
Crete	2	20	10%
Bellevue	22	316	7%
Gering	93	420	22%
Minatare	17	54	31%
Mitchell	46	136	34%
Morrill	100	145	69%
Scottsbluff	125	816	15%
Total–Selected Districts	*1,779*	*8,386*	21%

Limited English Proficiency (LEP) Programs

Overview

Limited English proficiency students are defined as those whose native language is a language other than English and who reside in an environment where a language other than English is dominant and who have sufficient difficulty speaking, reading, writing, or understanding the English language; difficulties which may deny the student the opportunity to learn successfully in the classroom.

In Lau v. Nichols, 414 US 653 (1974) the U.S. Supreme Court addressed the issue of equal educational opportunity for language minority students under Title VI of the 1964 Civil Rights Act. In its decision the Court mandated that school districts take affirmative steps to open instructional programs to language minority students. The Lau decision did not require school districts to use any particular program or teaching method.

The U.S. Department of Education, Office of Civil Rights has issued a three-pronged standard based on more recent court decisions for determining the adequacy of a school district's efforts to provide equal educational opportunities for LEP students:

- The programs or practices must be recognized by some experts in the field or as legitimate experimental strategies;
- The programs or practices must be structured to effectively implement the educational theory adopted by the school district;
- The programs or practices must succeed, after a legitimate trial period, in producing results indicating that the language barriers confronting students actually are being overcome.

Although these general OCR enforcement guidelines exist, no consistently utilized criteria exist for assessing and educating students with limited English proficiency at the national level. Similar, no established standards exist at the state level in Nebraska.

As with Title 1 programs, school districts and individual schools within those districts bear the responsibility for determining which students have limited English proficiencies and are in need of LEP services. Although certain data are collected at the state level on participation in programs for LEP students, it is important to keep in mind that the criteria for mandating student participation in LEP programs in one district may vary from that in another district. Methods used to identify LEP students in Nebraska school districts include home language survey, language assessment testing, school recommendation, and parental recommendation.

From 1990-91 to 1995-96[5] (the most recent year for which data are available), the number of Spanish-speaking students participating in LEP programs statewide grew from 650 to nearly 3,700 (Table II-p). In 1995-96 Spanish-speaking students accounted for nearly three-quarters of all LEP program participants statewide, up from 52 percent in 1990-91.

In several of the selected districts, Spanish-speaking students accounted for 100 percent of LEP program participants in 1995-96 (Table II-q). In only two of the selected districts, Lincoln Public Schools and Crete Public Schools, did Spanish-speaking students account for less than 80 percent of total LEP participants. In three of the selected districts, Lexington Public Schools, Cedar Hollow Public Schools[6], and Wakefield Public Schools (Wayne County), approximately three-quarters of all H/L students enrolled in the districts were LEP program participants. On the other hand, in school districts such as Scottsbluff Public Schools, Gering Public Schools, and North Platte Public Schools less than 10 percent of all H/L students enrolled in the districts were LEP program participants. Minatare Public Schools had no Spanish-speaking LEP participants out of nearly 70 H/L students enrolled in 1995-96.

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[5] Due to changes in the way the Nebraska Department of Education gathers data on LEP participation, data on participation by grade was not available at the time this report was written.

[6] Due to the closing of a trailer park in the Cedar Hollow Public Schools district which was home to a large number of Hispanic/

OCR Performance Reviews

In 1995-96 the U.S. Department of Education, Kansas City, Missouri (Region VII) OCR piloted a new strategy for monitoring school district civil rights compliance, including the provision of services for LEP students. In the past, lengthy complaint investigations or compliance reviews requiring formal findings were conducted by OCR, often resulting in long delays between initial investigations and OCRs response. The new strategy, titled Profile, Assessment, and Resolution (PAR) reviews streamlines the review process by emphasizing mediation, negotiation, and results within 30 days of OCR on-site visits. School districts involved in the PAR review process conduct a self-assessment to identify problems or potential problems, using materials provided by OCR, prior to the site visit.

In 1995-96, four Nebraska schools districts: Lexington Public Schools, Madison Public Schools, Mitchell Public Schools, and Scottsbluff Public Schools, underwent PAR reviews. The reviews resulted in action plans submitted to OCR by each district that outline steps that the districts will take to enhance educational services to LEP students. The action plans were set to be implemented, subject to OCR monitoring, during the 1996-97 school year. In 1996-97 the following districts will participate in the PAR review process: Hastings Public Schools, South Sioux City Public Schools, Grand Island Public Schools (April 1997), Omaha Public Schools (September 1997), and Norfolk Public Schools.

Table II-p
Profile of LEP Students, Statewide, 1995-96

Spanish-Speaking	3,646
Total	4,929
Spanish-Speaking % of Total	74%

Table II-q
Spanish-Speaking LEP Students–Selected Districts*, 1995-96

	Spanish-Speaking	Total LEP	Spanish-Speaking % of Total LEP	Total H/L Fall Mbrshp	LEP % of Total H/L Mbrshp
Alliance	9	9	100%	203	4%
Kearney	17	19	89%	226	8%
Schuyler Schools	125	125	100%	229	55%
Schuyler High	27	27	100%	53	51%
South Sioux City	365	426	86%	582	63%
Lexington	663	683	97%	880	75%
Omaha	916	1,108	83%	2,920	31%
Grand Island	367	434	85%	840	44%
Cedar Hollow	33	33	100%	43	77%
Lincoln	114	740	15%	744	15%
North Platte	10	10	100%	388	3%
Madison	93	94	99%	149	62%
Norfolk	182	190	96%	265	69%
Bayard	6	6	100%	84	7%
Columbus	99	108	92%	143	69%
Crete	9	23	39%	49	18%
Bellevue	39	49	80%	323	12%
Gering	13	13	100%	398	3%
Minatare	0	0	–	67	0%
Mitchell	20	20	100%	133	15%
Morrill	8	8	100%	146	5%
Scottsbluff	64	64	100%	890	7%
Wakefield	17	17	100%	23	74%
Total–Selected Districts	3,196	4,206	76%	9,778	

*Note the inclusion of Wakefield Public Schools in these data.

Latino families, H/L student fall membership dropped drastically in the district in 1996-97. LEP participation data for 1996-97 no doubt will reflect this change.

School Personnel

Data on school personnel are reported in terms of full-time equivalency (FTE). FTE should not be interpreted as the number of individuals. Instead FTE is an indication of the time an individual spends in a position compared as a proportion of a 40 hour work week. A half time employee, for example, would be assigned the FTE .50, a full-time employee would be assigned the FTE 1.00.

In 1996-97, Hispanic/Latino staff, including teachers, principals, and counselors, accounted for less than 1 percent of FTEs in public schools districts statewide. This ratio was unchanged from 1990-91 (Table II-r). From 1990-91 to 1995-96 H/L FTEs increased 10.5 percent. In comparison, total public schools personnel FTEs increase 12 percent over the period. Hispanic/Latino personnel accounted for less than one half of 1 percent of FTEs in non-public schools statewide (Table II-s).

In 1996-97 there was the equivalent of more than 127 full-time H/L personnel in public schools statewide; 88 percent of those were teachers. There was the equivalent of three full-time H/L principals in the state and one full-time superintendent.

Table II-r

Full-Time Equivalency (FTE) of Personnel by Assignment
Public School Districts, 1990-91 and 1996-97
(Occupations with Hispanic/Latino Personnel Only)

	Hispanic/Latino		Total		H/L % of Total	
	1990-91	1996-97	1990-91	1996-97	1990-91	1996-97
Assistant Principal	x	2.6	x	211.6	x	1.2%
Elementary Counselor	x	0.8	x	274.1	x	0.3%
Head Teacher	1.0	x	198.8	x	0.5%	x
Principal	3.4	3.0	717.0	752.1	0.5%	0.4%
Psychologist	x	0.6	x	145.9	x	0.4%
School Nurse	2.0	1.0	156.9	178.8	1.3%	0.6%
Secondary Counselor	x	1.5	x	472.6	x	0.3%
Social Worker	1.0	2.0	50.1	56.6	2.0%	3.5%
Speech Pathologist	1.0	2.0	354.7	432.2	0.3%	0.5%
Superintendent	0.6	1.0	257.7	252.1	0.2%	0.4%
Teacher	106.4	112.0	18,429.2	19,799.2	0.6%	0.6%
Vocational Adjust Counselor	x	1.0	x	25.0	x	4.0%
Total–Selected Occupations	115.4	127.4	20,164.4	22,600.1	0.6%	0.6%
Percent change in H/L FTE	**10.5%**					

Table II-s

FTE of Teachers in Non-Public Schools, 1996-97

Hispanic/Latino	8.3
Total	2,273.8
H/L % of Total	0.4%

Migrant Education

A migrant child is defined as "a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one schools district to another;"[7]

Under current law migrant children are eligible for migrant educational services for a period of three years; prior to 1994, the eligibility period was six years.

Services offered to migrant students during the regular school year are based on individual needs assessments. Summer programs are tailored specifically to migrant students. Migrant students enrolled in summer programs attend full-time, often from six a.m. to five p.m. Strong emphasis is placed on language development, writing skills, and health care, but summer programs offer all components of the regular school curriculum.

Federal funding to states for migrant education is based on the number of migrant students officially enrolled during one full year. A single year's funds are allocated based on the previous year's enrollment. Funding levels, therefore, often do not meet needs levels, particularly in recent years as expanded recruitment efforts have increased the identification of migrant students. The lack of adequate federal funding is, and probably will remain, an obstacle to fully providing for the educational needs of migrant children.

While the number of migrant children estimated to reside in the state has risen dramatically (Table II-t), the number actually identified and served has not kept pace with these estimates. For example, the Nebraska Department of Education estimated that approximately 17,000 migrant children resided in the state in 1996-97. However, only 3,200 were identified and enrolled in migrant education programs statewide.

Funding for Migrant Education in Nebraska has grown from $340,000 in 1989-90 to $2.7 million in 1996-97. Funding is projected to be $3.6 million in 1997-98.

Table II-t
Counts for Identified and Estimated Migrant Children Age 0 to 21, 1990 to 1996-97

	Identified	Estimated Reside
1990	1,540	2,500
1991	2,138	5,500
1992	3,200	7,500
1993	4,272	7,500
1994	5,580	10,800
1994-95	7,950	15,000
1995-96	2,138	15,000
1996-97	3,200	17,000

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[7]Federal Register, Vol. 60, No. 127, Monday, July 3, 1995, Rules and Regulations, Subpart C, Sec 200.40.

Standardized Testing

NAEP

The National Assessment of Educational Progress (NAEP) has traditionally evaluated the performance of students nationwide on achievement tests in specific subjects. The first state-level trial assessment was conducted in 1990. Nebraska was one of 37 states participating in the 1990 assessment which measured the performance of eighth grade students in mathematics. Since 1990, state-level mathematics assessments have been conducted in 1992 and 1996 for both fourth (4th) and eighth (8th) grade students. In addition, state-level NAEP assessments of the reading performance fourth grade students were conducted in 1992 and 1994.

Students in the mathematics assessments are evaluated on the basis of two measurement criteria across five content areas. The measurement criteria and their definitions are:

- Mathematical abilities (conceptual understanding, procedural knowledge and problems solving), and
- Mathematical power (reasoning, connections, and communication).

The five content areas are:

1. Numbers and operations
2. Measurement
3. Geometry and spatial sense
4. Data analysis, statistics, probability
5. Algebra and Functions[8]

Over the years, the NAEP mathematics assessments have placed increasing emphasis on the second criteria: mathematical power. The 1996 assessment placed a deliberate focus on reasoning and communication by asking students to connect their learning across the content areas.

Student achievement is rated numerical scale from 0 to 500 in the NAEP assessments. Scale scores are translated into three achievement levels: Basic, Proficient, and Advanced. Students at the *Basic* proficiency level demonstrate some evidence of understanding the mathematical concepts and procedures in the five content areas. Students demonstrating *Proficient* achievement consistently are able to apply integrated procedural knowledge and conceptual understanding to problem solving in the content areas. Students at the *Advanced* proficiency level are able to apply integrated procedures, knowledge, and conceptual understanding to complex and non-routine real-world problem solving across content areas.

In the 1996 state-level mathematics assessments, 9 percent of the 4th graders and 6 percent of the 8th graders in the Nebraska sample were Hispanic/Latino (Table II-u). On average, Hispanic/Latino students scored higher than Black students and lower than White students in the sample. The average scale score of 4th grade Hispanic/Latino students in Nebraska was 209, ranking them 18th out of H/L students in the 46 jurisdictions participating in the assessments. Nationwide, 4th grade Hispanic/Latino students scored slightly lower on average. The average scale score of 8th grade H/L students in Nebraska was 253, also slightly higher than that of their counterparts nationwide. Nebraska's 8th grade H/L students average score ranked 15th out of the 46 jurisdictions participating in the assessments.

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[8]At the 4th grade level, algebra and functions are assessed in informal ways such as through the study of patterns.

More than half of Nebraska Hispanic/Latino students in both the 4th and 8th grades scored below the *Basic* achievement level on the assessments (Figure II-c). Among 4th grade H/L students, 13 percent scored at the *Proficient* level; among 8th graders, 7 percent scored at that level. None of the Hispanic/Latino students in either the 4th or 8th grade sample scored at or above the *Advanced* level of achievement.

The NAEP reading assessments consider the performance of 4th grade students in situations that involve reading different types of materials for a variety of purposes. Students in the NAEP reading assessments are evaluated on the basis of two proficiency measures or purposes for reading:

1. Reading for literary experience
2. Reading to gain information across five content areas

As with the mathematics assessments, student achievement is rated numerical scale from 0 to 500 and scale scores are translated into three achievement levels: Basic, Proficient, and Advanced. Students at the *Basic* proficiency level in reading demonstrate an understanding of the overall meaning of what is read and are able to make relatively obvious connections between the text and their own experiences. Students demonstrating *Proficient* achievement indicate an understanding of the text by providing inferential as well as literal information. Students at the *Advanced* proficiency level are able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices.

In 1994 the average scale score of Hispanic/Latino students in Nebraska was 205 (Table II-v). In contrast, Hispanic/Latino students nationwide had an average score of 188. Nebraska H/L students scored higher on average than Black and American Indian students, lower than White students. Hispanic/Latino average scores by proficiency measure were nearly equivalent (Table II-w).

In Nebraska, half of the Hispanic/Latino students assessed scored below the Basic achievement level; 4 percent scored at the Advanced level (Figure II-d). The performance of Hispanic/Latino students in Nebraska was better overall than that of H/L students in the Central region and in the nation.

Table II-u

Average 4th and 8th Grade Math Scale Scores, Nebraska and U.S.,1996

	4th Grade			8th Grade		
	NE Dist.	NE Score	US Score	NE Dist.	NE Score	US Score
All	100%	228	224	100%	283	272
Hispanic/Latino	9%	209*	206	6%	253**	251
White	81%	232	232	87%	286	282
Black	6%	198	200	5%	256	243

* Ranks 18th out of 46 jurisdictions (states & territories) participating in the 1996 assessment
**Ranks 15th out of 46 jurisdictions

Figure II-c
Percent of Nebraska 4th and 8th Grade Students at NAEP Math Achievement Levels, 1996

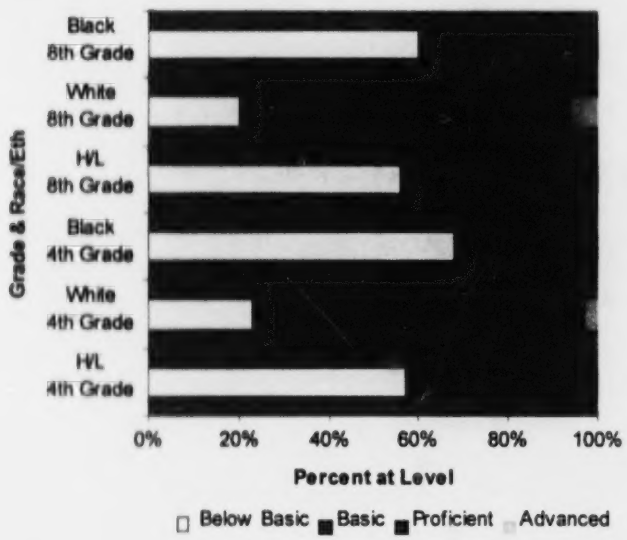


Table II-v

Average Proficiency Score in Reading, 4th Graders in Public Schools, Nebraska and U.S., 1994

	NE Score	US Score
Hispanic/Latino	205	188
White	224	223
Black	190	186
American Indian	202	200

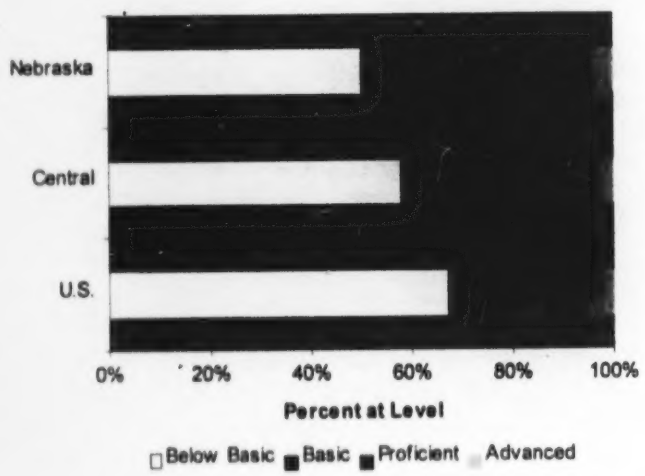
Table II-w

Average Reading Proficiency Score According to Purpose for Reading, by Race/Ethnicity, Nebraska, 1994

	Literary Experience	Gain Information
Hispanic/Latino	206	203
White	225	222
Black	193	187
American Indian	204	199

Figure II-d

Percent of Hispanic/Latino 4th Grade Students at or Above Reading Achievement Levels, Nebraska, Central Region, and U.S., 1994



ACT and SAT

From 1991 to 1996, Hispanic/Latino students accounted for approximately 2 percent of students taking the ACT assessment statewide (Table II-x). The number of H/L students taking the assessment ranged from a low of 231 in 1991 to a high of 305 in 1995. The number of Hispanic/Latino students taking the exam in 1996 accounted for roughly 22 percent of all H/L juniors and seniors enrolled in the Fall of 1995 statewide. In contrast, approximately 33 percent of all students enrolled during the same period took the assessment.

The majority of H/L students taking the ACT assessment from 1991 to 1996 were of Mexican origin, but their numbers declined over the period (Figure II-e). In contrast, the number of students of other Hispanic/Latino origin who took the exam increased markedly.

The composite ACT scores of Hispanic/Latino students were consistently lower than those for all takers in the state from 1990 to 1995 (Figure II-f). Students of Mexican origin scored lower than students of other Hispanic/Latino origin in all but two of the years examined.

High school students who take the ACT tests are grouped into one of two curricular categories: those enrolled in *college core* coursework and those enrolled in *non-college core* coursework. From 1991 to 1995 less than half of Mexican origin students taking the ACT were enrolled in college core coursework; in 1996 just over half were enrolled in the core courses (Figure II-g). The proportion of other Hispanic/Latino students enrolled in core courses was, in general, higher than their Mexican counterparts, but lower than all ACT takers in the state over the 1991 to 1996 period.

Research by the American College Testing Board has shown that students who focus on college core courses score consistently higher on the ACT assessment than those who do not. In 1995 and 1996, Mexican and other Hispanic/Latino students in Nebraska who were enrolled in college core curricula consistently scored higher than did their counterparts who were not enrolled in college-prep coursework (Figure II-h).

A significantly smaller number of students in Nebraska take the Scholastic Aptitude Test (SAT) than take the ACT assessment. From 1992 to 1996 a total of only 165 Hispanic/Latino students completed the SAT (Table II-y). Hispanic/Latino students averaged slightly less than 2 percent of all students in Nebraska who took the SAT over the period.

SAT scores are reported in two categories: mathematics mean scores and verbal mean scores. Due to the low number of students taking the exam, the scores reported here are estimates only. The math and verbal mean scores of Hispanic/Latino students in Nebraska (Mexican-origin and other Hispanic/Latino origin) were generally lower than were the scores of all Nebraska students taking the exam from 1992 to 1990 (Table II-z). Nebraska Hispanic/Latino students, however, scored consistently higher on both the math and verbal scales than did Hispanic/Latino students nationwide during the period examined (not shown).

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Table II-x

Number of Hispanic/Latino and All ACT Takers, Nebraska, 1991 to 1996

	Hispanic/ Latino	All Takers	H/L % of All Takers
1991	231	12,918	1.8%
1992	281	13,792	2.0%
1993	288	14,148	2.0%
1994	274	13,546	2.0%
1995	305	14,275	2.1%
1996	292	14,501	2.0%

Figure II-e
Number of Hispanic/Latino ACT Takers by Origin, 1991 to 1996

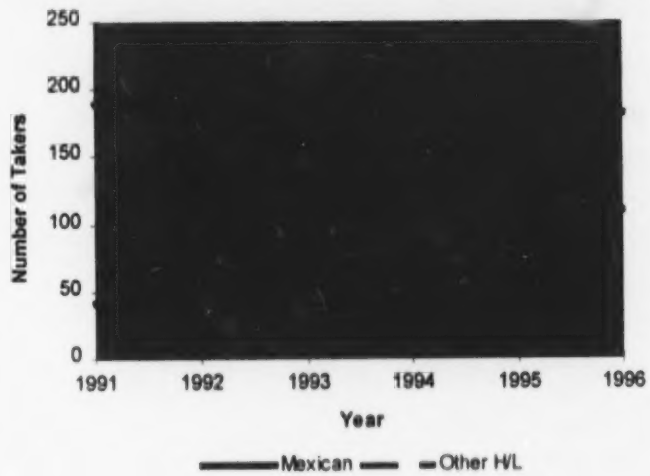

Figure II-f
Average ACT Composite Scores, Hispanic/Latino and All Takers, Nebraska, 1990 to 1996

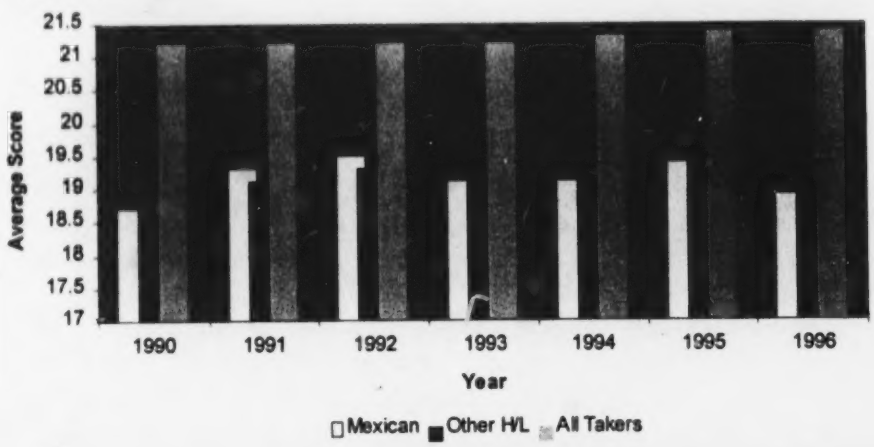

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Figure II-g
Proportion of Hispanic/Latino and All ACT Takers Enrolled in College-Core Curriculum, 1991 to 1996

Figure II-h
Average Hispanic/Latino ACT Composite Scores: Core Versus Non-Core Curriculum Enrolled Takers, by Origin, 1995-1996

Table II-y
Number of Hispanic/Latino SAT Takers by Origin, and H/L Percent of All Takers, Nebraska, 1992 to 1996

	Mexican	Other H/L	H/L % of All Takers
1992	22	18	2.0%
1993	19	8	1.4%
1994	23	10	1.9%
1995	23	12	1.9%
1996	14	16	1.7%

Table II-z
SAT Math and Verbal Mean Scores, Hispanic/Latino and All Takers, 1992 to 1996

	Math			Verbal		
	Mexican	Other H/L	All Takers	Mexican	Other H/L	All Takers
1992	525	495	540	466	428	478
1993	521	473	544	472	367	479
1994	507	610	543	422	507	482
1995	533	498	556	490	477	494
1996	498	533	–	496	514	–

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Adult Basic Education (ABE) Programs

Individuals are eligible to participate in Adult Basic Education (ABE) if they are at least 16 years old, are not currently enrolled in a secondary school, and are functioning at or below the 12th grade level. ABE courses are offered at three educational functioning levels corresponding to grades 0 through 5.9, 6 through 8.9 and 9 through 12.9. ABE programs are offered in a variety of settings including community colleges, correctional facilities, public schools, and community-based organizations.

Beginning level programs take the form of either general adult education for individuals lacking a mastery of basic educational skills, or English as a Second Language (ESL), for adults with limited or no mastery of the English language.

Intermediate level programs offer general adult education for individuals with limited, but insufficient mastery of basic educational skills, and ESL for adults with some English language competence.

Advanced ESL is designed for adults who can communicate in English but who need instruction in usage. Adult Secondary Education is designed for adults who are literate and can function in everyday life, but who are not proficient.

Hispanic/Latino enrollments in ABE more than doubled from 1991 to 1996 (Table II-a1). Much of the increase is attributable to ESL enrollments. The majority of Hispanics/ Latinos enrolled in ABE during this period were enrolled at the beginning program level.

Table II-a1
Hispanic/Latino Adult Education Enrollments, Program Years 1991 to 1996

	Program Year						
	1991	1992	1993	1994	1995	1996	% Change
Enrolled in 12 or more hours							
Beginning							
ABE	257	289	293	364	409	387	51%
ESL	405	729	761	921	1,073	1,500	270%
Intermediate							
ABE	163	193	133	164	174	149	-9%
ESL	128	192	191	204	275	286	123%
Advanced ESL	70	70	100	78	93	168	140%
Adult Secondary	23	36	36	35	64	45	96%
Enrolled in less than 12 hours							
Beginning							
ABE	194	218	249	233	328	345	78%
ESL	528	909	957	1,195	1,261	1,498	184%
Intermediate							
ABE	153	191	150	157	163	174	14%
ESL	112	117	127	127	137	176	57%
Advanced ESL	43	40	38	78	75	120	179%
Adult Secondary	44	90	67	65	75	74	68%
Total	2,120	3,044	3,102	3,621	4,127	4,922	132%

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Section III
Profile of Hispanics/Latinos in Postsecondary Education

Enrollments

Fall enrollment data are presented for the four campuses of the University of Nebraska system (UNL, UNO, UNMC, UNK), three state colleges, six regional community colleges, and independent colleges and universities including Creighton University and Nebraska Wesleyan University. Enrollments in private career institutions will be addressed in a later section.

The total number of Hispanic/Latino students enrolled in the state's postsecondary institutions jumped from 1,601 in the Fall of 1991 to 2,200 in Fall 1995, an increase of over 37 percent (Figure III-a). Hispanic/Latino students comprised an increasing share of enrollments over the period, yet accounted for just under 2 percent of enrollments in 1995 (Figure III-b).

The largest proportion of Hispanic/Latino students were enrolled in the University of Nebraska system over the 1991 to 1995 period (Table III-a). Nebraska's community colleges accounted for the second largest proportion of Hispanic/Latino enrollments. A total of 900 Hispanic/Latino students attended the University of Nebraska in the Fall of 1995; just over 800 attended the community colleges (Table III-b). The state college system accounted for the lowest number of Hispanic/Latino enrollments, but experienced the largest percentage increase from 1991 to 1995.

In 1995 Hispanic/Latino students constituted just under 2 percent of enrollments in the University of Nebraska system and in the state's independent colleges and universities (Figure III-c). The Hispanic/Latino proportion of community college enrollments was just over 2 percent in 1995. The state college system overall had the lowest proportion of Hispanic/Latino students enrolled.

Looking at individual institutions in the NU system, UNO had the highest proportion of Hispanic/Latino enrollments in 1995, followed closely by the University of Nebraska Medical Center (Table III-c). The University of Nebraska-Lincoln had the largest number of Hispanic/Latino students enrolled in each of the six years examined.

Among state colleges, Chadron State had the highest proportion and number of Hispanic/Latino students over the 1991 to 1995 period. The number of Hispanic/Latino students enrolled jumped by 24 at both Chadron and Wayne State between 1991 and 1995. Hispanic/Latino student enrollment nearly tripled at Peru State College, moving from seven students in the Fall of 1991 to 26 students in the Fall of 1995.

Metropolitan Community College enrolled the largest number of Hispanic/Latino students in the community college system. Metro's Hispanic/Latino enrollment, in fact, ranked third behind UNL and UNO. In terms of the proportion of students, Western Nebraska Community College had a significantly higher ratio of Hispanic/Latino students to total students than any other postsecondary institution in the state, ranging from a low of 6.3 percent in 1991 to a high of just over 7 percent in 1995.

Among independent colleges and universities, Hispanic/Latino enrollment at Creighton University averaged around 3 percent from 1991 to 1995. Just under 2 percent of students at Nebraska Wesleyan University were Hispanic/Latino in 1995. Union College in Lincoln had the highest proportion of Hispanic/Latino students, 4 percent, in 1995. Hispanic/Latino enrollments at the College of Saint Mary dropped from a high of 15 students, mainly female, in 1991 to a low of five in 1995.

Figure III-a
Hispanic/Latino Fall Enrollment in Postsecondary Institutions, 1991 to 1995

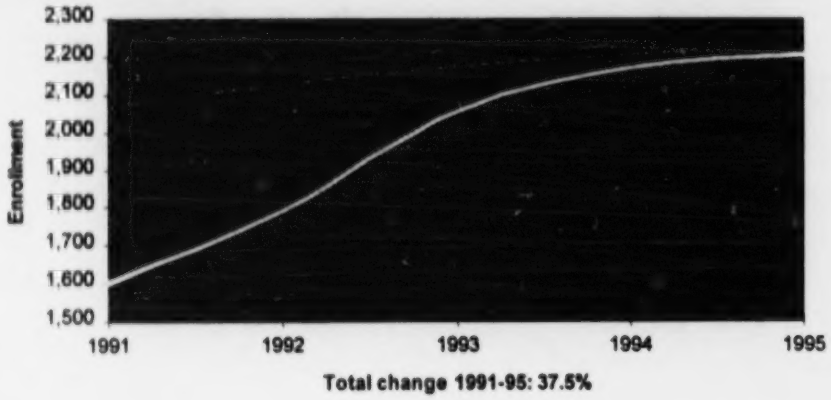

Figure III-b
Hispanic/Latino Enrollment as a Percent of Total Student Enrollment, 1991 to 1995

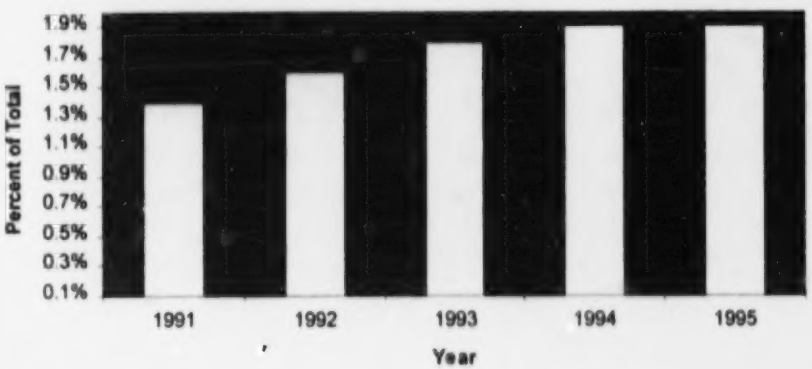

Table III-a
Distribution of Hispanic/Latino Fall Enrollment by Type of Institution, 1991 to 1995

	1991	1992	1993	1994	1995
University of Nebraska	46%	45%	44%	43%	43%
State Colleges	8%	7%	7%	8%	8%
Community Colleges	30%	31%	32%	32%	32%
Independent Colleges/Universities	17%	17%	17%	17%	17%
Total	100%	100%	100%	100%	100%

Number of Hispanic/Latino Students Enrolled by Type of Institution, 1991 to 1995

	1991	1992	1993	1994	1995
University of Nebraska	669	768	842	886	901
State Colleges	61	84	112	123	125
Community Colleges	556	602	724	790	805
Independent Colleges/Universities	315	338	376	374	371

Figure III-c
Hispanic/Latino Number and Proportion of Fall Enrollment by Type of Institution, 1995

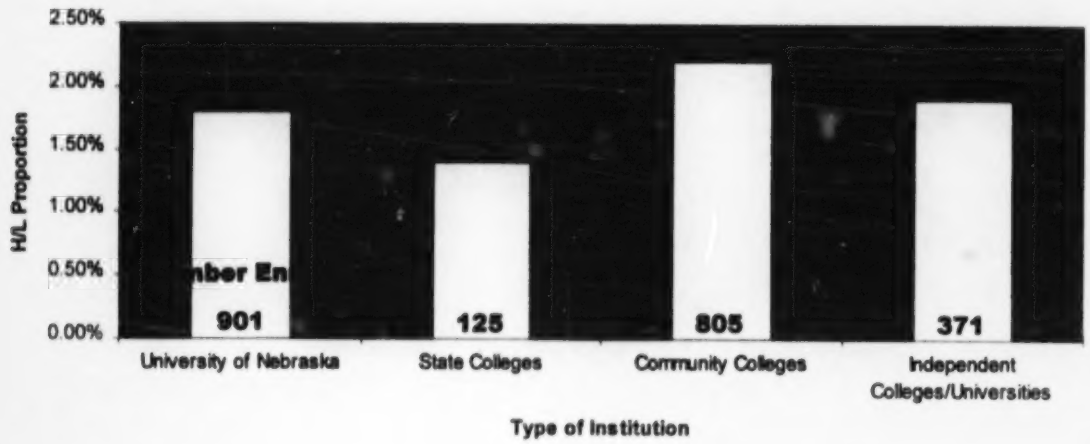

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Table III-c
Hispanic/Latino & Total Fall Headcount Enrollment, 1991 to 1995

	Hispanic/Latino			Total			H/L % of Total		
UNL	M	F	All	M	F	All	M	F	All
1991	147	129	276	13,424	11,379	24,803	1.1%	1.1%	1.1%
1992	162	158	320	13,217	11,356	24,573	1.2%	1.4%	1.3%
1993	182	159	341	13,105	11,386	24,491	1.4%	1.4%	1.4%
1994	206	184	390	12,811	11,043	23,854	1.6%	1.7%	1.6%
1995	212	184	396	13,024	11,296	24,320	1.6%	1.6%	1.6%
UNO									
1991	107	143	250	7,372	8,614	15,986	1.5%	1.7%	1.6%
1992	128	148	276	7,520	8,707	16,227	1.7%	1.7%	1.7%
1993	155	172	327	7,323	8,574	15,897	2.1%	2.0%	2.1%
1994	151	173	324	6,796	8,255	15,051	2.2%	2.1%	2.2%
1995	157	172	329	6,648	8,043	14,691	2.4%	2.1%	2.2%
UNMC									
1991	29	21	50	995	1,636	2,631	2.9%	1.3%	1.9%
1992	31	33	64	1,045	1,714	2,759	3.0%	1.9%	2.3%
1993	22	35	57	1,079	1,624	2,703	2.0%	2.2%	2.1%
1994	27	35	62	1,082	1,696	2,778	2.5%	2.1%	2.2%
1995	25	32	57	1,067	1,698	2,765	2.3%	1.9%	2.1%
UNK									
1991	50	43	93	3,662	4,911	8,573	1.4%	0.9%	1.1%
1992	61	49	110	3,660	4,714	8,374	1.7%	1.0%	1.3%
1993	55	62	117	3,529	4,516	8,045	1.6%	1.4%	1.5%
1994	50	59	109	3,302	4,282	7,584	1.5%	1.4%	1.4%
1995	51	66	117	3,301	4,319	7,620	1.5%	1.5%	1.5%
Chadron State College									
1991	18	15	33	1,241	2,172	3,413	1.5%	0.7%	1.0%
1992	26	35	61	1,216	1,974	3,190	2.1%	1.8%	1.9%
1993	25	46	71	1,231	1,790	3,021	2.0%	2.6%	2.4%
1994	29	46	75	1,246	1,943	3,189	2.3%	2.4%	2.4%
1995	29	28	57	1,252	1,811	3,063	2.3%	1.5%	1.9%
Wayne State College									
1991	12	6	18	1,555	2,370	3,925	0.8%	0.3%	0.5%
1992	9	10	19	1,544	2,217	3,761	0.6%	0.5%	0.5%
1993	13	15	28	1,572	2,193	3,765	0.8%	0.7%	0.7%
1994	14	20	34	1,616	2,270	3,886	0.9%	0.9%	0.9%
1995	15	27	42	1,601	2,267	3,868	0.9%	1.2%	1.1%
Peru State College									
1991	7	-	7	716	842	1,558	1.0%	0.0%	0.4%
1992	4	-	4	698	829	1,527	0.6%	0.0%	0.3%
1993	7	6	13	716	885	1,601	1.0%	0.7%	0.8%
1994	10	4	14	675	990	1,665	1.5%	0.4%	0.8%
1995	14	12	26	747	1,007	1,754	1.9%	1.2%	1.5%
Central Community College									
1991	40	61	101	3,775	6,196	9,971	1.1%	1.0%	1.0%
1992	39	59	98	4,930	6,084	11,014	0.8%	1.0%	0.9%
1993	56	71	127	4,901	6,557	11,458	1.1%	1.1%	1.1%
1994	47	93	140	4,352	6,776	11,128	1.1%	1.4%	1.3%
1995	77	101	178	4,998	6,871	11,869	1.5%	1.5%	1.5%

Table III-c (cont'd)

	Hispanic/Latino			Total			H/L % of Total		
	M	F	All	M	F	All	M	F	All
Metropolitan Community College									
1991	95	135	230	3,800	5,773	9,573	2.5%	2.3%	2.4%
1992	127	125	252	4,119	6,182	10,301	3.1%	2.0%	2.4%
1993	124	161	285	4,373	6,605	10,978	2.8%	2.4%	2.6%
1994	159	177	336	4,319	6,367	10,686	3.7%	2.8%	3.1%
1995	142	177	319	4,507	6,159	10,666	3.2%	2.9%	3.0%
MidPlains Community College									
1991	19	25	44	1,157	1,723	2,880	1.6%	1.5%	1.5%
1992	19	32	51	1,285	1,770	3,055	1.5%	1.8%	1.7%
1993	24	43	67	1,508	1,829	3,337	1.6%	2.4%	2.0%
1994	31	31	62	1,233	1,701	2,934	2.5%	1.8%	2.1%
1995	19	26	45	1,019	1,509	2,528	1.9%	1.7%	1.8%
Northeast Community College									
1991	5	2	7	1,785	1,387	3,172	0.3%	0.1%	0.2%
1992	6	4	10	1,794	1,463	3,257	0.3%	0.3%	0.3%
1993	8	4	12	1,895	1,513	3,408	0.4%	0.3%	0.4%
1994	9	9	18	1,985	1,627	3,612	0.5%	0.6%	0.5%
1995	8	8	16	1,876	1,537	3,413	0.4%	0.5%	0.5%
Southeast Community College									
1991	20	17	37	2,887	2,952	5,839	0.7%	0.6%	0.6%
1992	24	22	46	2,894	3,108	6,002	0.8%	0.7%	0.8%
1993	30	27	57	2,833	2,944	5,777	1.1%	0.9%	1.0%
1994	35	43	78	3,159	3,488	6,647	1.1%	1.2%	1.2%
1995	39	43	82	3,059	3,181	6,240	1.3%	1.4%	1.3%
Western Nebraska Community College									
1991	59	78	137	844	1,338	2,182	7.0%	5.8%	6.3%
1992	57	88	145	867	1,381	2,248	6.6%	6.4%	6.5%
1993	71	105	176	1,137	1,454	2,591	6.2%	7.2%	6.8%
1994	63	93	156	944	1,367	2,311	6.7%	6.8%	6.8%
1995	62	103	165	829	1,462	2,291	7.5%	7.0%	7.2%
Creighton University									
1991	86	78	164	2,985	3,155	6,140	2.9%	2.5%	2.7%
1992	83	77	160	2,969	3,256	6,225	2.8%	2.4%	2.6%
1993	88	84	172	2,972	3,369	6,341	3.0%	2.5%	2.7%
1994	98	92	190	2,963	3,461	6,424	3.3%	2.7%	3.0%
1995	104	86	190	2,919	3,322	6,241	3.6%	2.6%	3.0%
Bellevue University									
1991	20	22	42	1,022	1,257	2,279	2.0%	1.8%	1.8%
1992	20	23	43	977	1,180	2,157	2.0%	1.9%	2.0%
1993	18	22	40	963	1,130	2,093	1.9%	1.9%	1.9%
1994	9	19	28	1,055	1,104	2,159	0.9%	1.7%	1.3%
1995	14	27	41	1,117	1,186	2,303	1.3%	2.3%	1.8%
Nebraska Wesleyan University									
1991	6	11	17	683	976	1,659	0.9%	1.1%	1.0%
1992	12	11	23	710	1,024	1,734	1.7%	1.1%	1.3%
1993	16	13	29	707	998	1,705	2.3%	1.3%	1.7%
1994	17	7	24	667	933	1,600	2.5%	0.8%	1.5%
1995	16	12	28	633	949	1,582	2.5%	1.3%	1.8%
College of St. Mary									
1991	3	12	15	162	1,142	1,304	1.9%	1.1%	1.2%
1992	3	12	15	135	1,187	1,322	2.2%	1.0%	1.1%
1993	1	10	11	74	1,094	1,168	1.4%	0.9%	0.9%
1994	-	10	10	43	1,129	1,172	0.0%	0.9%	0.9%
1995	-	5	5	24	1,072	1,096	0.0%	0.5%	0.5%

Table III-c (cont'd)

	Hispanic/Latino			Total			H/L % of Total		
	M	F	All	M	F	All	M	F	All
Hastings College									
1991	7	4	11	480	488	968	1.5%	0.8%	1.1%
1992	11	6	17	490	473	963	2.2%	1.3%	1.8%
1993	12	11	23	490	520	1,010	2.4%	2.1%	2.3%
1994	13	13	26	489	530	1,019	2.7%	2.5%	2.6%
1995	12	10	22	493	559	1,052	2.4%	1.8%	2.1%
Union College									
1991	4	8	12	256	335	591	1.6%	2.4%	2.0%
1992	5	8	13	248	310	558	2.0%	2.6%	2.3%
1993	2	8	10	241	318	559	0.8%	2.5%	1.8%
1994	5	13	18	245	335	580	2.0%	3.9%	3.1%
1995	6	16	22	220	331	551	2.7%	4.8%	4.0%
***Other Independent Colleges & Universities**									
1991	27	25	54	2,169	3,716	5,885	1.2%	0.7%	0.9%
1992	32	35	67	2,327	3,856	6,183	1.4%	0.9%	1.1%
1993	50	41	91	2,533	4,082	6,615	2.0%	1.0%	1.4%
1994	44	34	78	2,638	4,280	6,918	1.7%	0.8%	1.1%
1995	30	35	65	2,669	4,402	7,071	1.1%	0.8%	0.9%
Total Independent Colleges & Universities									
1991	153	160	315	7,757	11,069	18,826	2.0%	1.4%	1.7%
1992	166	172	338	7,856	11,286	19,142	2.1%	1.5%	1.8%
1993	187	189	376	7,980	11,511	19,491	2.3%	1.6%	1.9%
1994	186	188	374	8,100	11,772	19,872	2.3%	1.6%	1.9%
1995	182	191	373	8,075	11,821	19,896	2.3%	1.6%	1.9%

*combined total enrollments of the following postsecondary institutions:

Clarkson College

Concordia College

Dana College

Doane College

Grace University

Midland Lutheran College

Nebraska Christian College

Nebraska Methodist College

Platte Valley Bible College

York College

Degree Completions

A total of 995 postsecondary degrees were awarded to Hispanic/Latino students in Nebraska over the four-year period from 1992-93 to 1995-96 **(Figure III-d)**. More than half were Bachelor's degrees; over 20 percent were at the Associate level or below.
Degrees were awarded to Hispanic/Latino students most commonly in the fields of health professions, business administration, education, and social sciences **(Table III-d).** Out of 29 professional degrees awarded to Hispanic/Latino students in 1995-96, 13 were in the field of law and ten were medical degrees. A majority of the professional degrees awarded (17 total) were granted by Creighton University in 1995-96.

In 1995-96, the University of Nebraska-System accounted for the highest number of degrees awarded to Hispanic/Latino students, followed by the independent colleges and universities **(Table III-e).** Of the nearly 260 degrees awarded 1995-96, 113 were awarded at NU.

Figure III-d
Number of Total Degrees Awarded to Hispanics/Latinos, by Level, 1992-93 to 1995-96; Distribution of Degrees by Level, 1995-96

	1992-93	1993-94	1994-95	1995-96
Associate or less	97	60	74	55
Bachelor's	112	112	154	144
Master's	15	21	32	26
Ph.D., Professional	21	15	24	33
Total	245	208	284	258

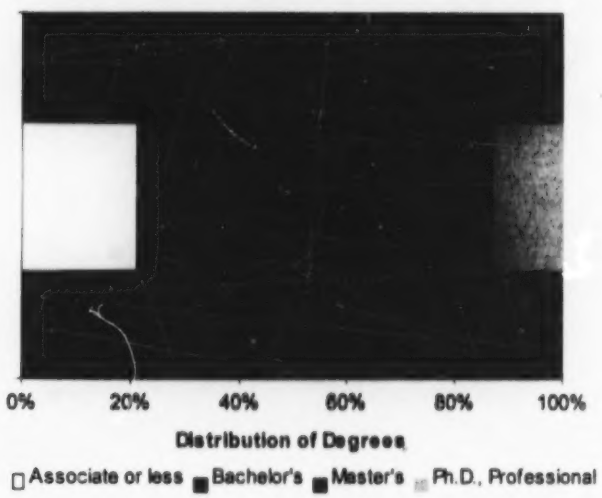


Table III-d

Degrees Most Commonly Awarded to Hispanics/Latinos by Field, 1995-96

Field	Number
Health professions	48
Business administration	43
Education	23
Social sciences	23
Law	16
Protective services	12
Psychology	8
Public affairs	8
Math	7
Computer/Information science	6
Letters	6
Liberal/general studies	6
Life sciences	6
Communications	5
Transport/Material moving	5
Visual & performing arts	5
Physical sciences	4
Mechanics & repair	4
Engineering	3
Foreign language	3
Engineering technology	2

Table III-e

Number and Distribution of Hispanic/Latino Degrees, by Type of Institution, 1995-96

	Number	% Dist
University of Nebraska	113	44%
State Colleges	17	7%
Community Colleges	52	20%
Independent Colleges/Universities	76	29%
Total	258	100%

Faculty and Staff

Data on faculty and staff by ethnicity at Nebraska's postsecondary institutions are reported to the Higher Education Reporting Committee of the U.S. Equal Employment opportunity Commission (EEOC.) The data are reported by the individual institutions on the Higher Education Staff Information Report (EEO-6).

Data from the EEO-6 reports on Nebraska's postsecondary institutions are not maintained in an accessible aggregate form. Data on faculty and staff were obtained directly from the University of Nebraska Office of Central Administration for the institutions in the NU system.

Nearly 45 percent of the 208 Hispanic/Latino faculty and staff[9] in the NU system are employed by the University of Nebraska Medical Center, as of the Fall of 1996 (Table III-f). The majority of Hispanic/Latino employees at UNMC and in the NU system as a whole are employed in technical occupations. UNL has the highest number of Hispanics/Latinos in the faculty ranks at 20 total. Hispanic/Latino faculty comprise 1.6 percent of total faculty in the University of Nebraska System. The University of Nebraska at Omaha has the highest single proportion of Hispanic faculty, at 2.1 percent (Figure III-e).

Table III-f

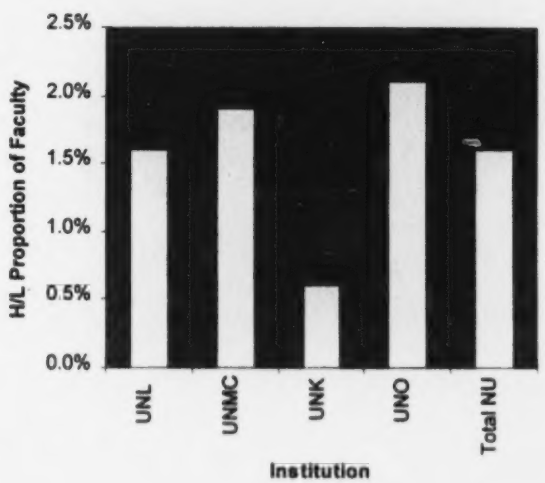
Distribution of Hispanic/Latino Faculty and Staff, University of Nebraska, Fall 1996

	Faculty	Other Academic	Professional	Technical	Exec Admin/Mgr	Clerical	Total H/L Fac/Staff	Dist of H/L Fac/Staff
UNL	20	1	15	24	1	14	75	36%
UNMC	11	12	13	40	0	15	91	44%
UNK	2	0	0	8	0	2	12	6%
UNO	9	2	4	14	0	1	30	14%
Total NU	42	15	32	86	1	32	208	100%

Figure III-e

Hispanic/Latino Number and Proportion of Faculty, University of Nebraska, Fall 1996

	H/L Faculty	All Faculty
UNL	20	1,230
UNMC	11	594
UNK	2	322
UNO	9	422
Total NU	42	2,568



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[9] Includes Hispanic/Latino Americans and international faculty and staff.

Private Career Schools

Enrollments

Data on Nebraska's private career schools show that Hispanic student enrollments decreased both in numbers and as a share of total enrollments from the Fall of 1993 to the Fall of 1995 (Table III-g). It should be noted however, that 2.5 to nearly 7 percent of students did not report their ethnic category in each of the three years examined. It is possible that some, or even a majority, of the non-reporting students were H/L in any given year. Four institutions, ITT Technical Institute, Omaha College of Health Careers, Gateway Electronics Institute, and Lincoln Schools of Commerce accounted for the largest shares of Hispanic enrollments during the period examined.

Table III-g

Fall Enrollments in Nebraska Private Career Schools, 1993 to 1995

	H/L	Total	H/L % of Total	Unknown Race	Unk % of Total
1993	106	3,819	2.8%	96	2.5%
1994	61	3,361	1.8%	226	6.7%
1995	49	2,995	1.6%	186	6.2%

Completions

As is the case with enrollments in Nebraska's private career schools, a number of students receiving degrees during the years 1992-93 to 1994-95 did not report their ethnic category (Table III-h). The H/L students identified by the data accounted for 1.3 to 1.8 percent of degrees granted during those years. Although four institutions comprised the largest share of enrollments during the period, the same cannot be said for degrees awarded. The number of degrees awarded to Hispanics/Latinos was widely distributed among the private career schools.

Table III-h

Profile of Degrees Granted by Nebraska Private Career Schools, 1992-93 to 1994-95

	H/L	Total	H/L % of Total	Unknown Race	% of Total
1992-93	44	2,470	1.8%	138	5.6%
1993-94	28	2,052	1.4%	286	13.9%
1994-95	19	1,437	1.3%	44	3.1%

Appendix I—Meatpacking/Food Processing Plants in Nebraska

Appendix I-A
Meat Packing, Poultry and Food Processing Plants in Nebraska with 25 or More Employees, 1998, Sorted by Location

Name	City	Emp size	Type
Iams Co.	Aurora	E	Pet food
Southeast Nebraska Co-op	Beatrice	C	Other feeds
National By-Products	Bellevue	D	Meat packing/processing
National By-Products	Bellevue	D	Pet food
National By-Products	Bellevue	D	Rendering
O'Brien & Company	Bellevue	C	Meat packing/processing
Moorman's Inc.	Columbus	C	Other feeds
Wayne Feeds	Columbus	C	Other feeds
Farmland Foods	Crete	H	Meat packing/processing
Alpo Pet Foods	Crete	F	Pet food
IBP	Dakota City	I	Meat packing/processing
Henningsen Foods	David City	E	Poultry
American Microtrace Corp.	Fairbury	C	Other feeds
Willow Foods/Mickelberrys	Falls City	D	Meat packing/processing
Fremont Beef	Fremont	E	Meat packing/processing
Hormel Foods	Fremont	H	Meat packing/processing
Vigortone Ag Products	Fremont	C	Pet food
Farmland Industries	Fremont	C	Other feeds
Golden Sun Feeds	Fremont	C	Other feeds
Vigortone Ag Products	Fremont	C	Other feeds
Packerland Packing	Gering	E	Meat packing/processing
Midwest PMS	Gering	D	Other feeds
Gibbon Packing	Gibbon	F	Meat packing/processing
NE Turkey Growers Coop	Gibbon	F	Poultry
Ag-Pro Coop	Gordon	D	Other feeds
Gothenburg Feed Prods	Gothenburg	C	Other feeds
Monfort	Grand Island	H	Meat packing/processing
Platte River By-Products	Grand Island	C	Meat packing/processing
Platte River By-Products	Grand Island	C	Pet food
Hastings Meat Supply	Hastings	c	Meat packing/processing
Armour Food	Hastings	F	Meat packing/processing
Agri Co-op	Holdrege	D	Other feeds
Frenchman Valley Farmers Co-op	Imperial	E	Other feeds
IBP	Lexington	H	Meat packing/processing
Nebraska By-Products	Lexington	C	Meat packing/processing
Nebraska By-Products	Lexington	C	Pet food
Nebraska By-Products	Lexington	C	Rendering
Standard Meat Co.	Lincoln	D	Meat packing/processing
Sun-Husker Foods	Lincoln	E	Meat packing/processing
Cook Family Foods	Lincoln	F	Meat packing/processing
Prairie Maid Meat Products	Lincoln	D	Meat packing/processing
Sun-Husker Foods	Lincoln	E	Poultry
AGP Pet Foods	Lincoln	C	Other feeds
M I Industries	Lincoln	C	Other feeds
Purina Mills	Lincoln	C	Other feeds
Cargill	Nebraska City	F	Meat packing/processing
Beef America	Norfolk	H	Meat packing/processing
Roman Packing	Norfolk	C	Meat packing/processing
Henningsen Foods	Norfolk	D	Meat packing/processing
Henningsen Foods	Norfolk	D	Poultry
Norco Feed	Norfolk	C	Other feeds

Appendix I-A (cont'd)

Name	City	Emp size	Type
C E T Enterprises	Norfolk	D	Rendering
Norfolk Rendering Works	Norfolk	D	Rendering
Central Nebraska Packing	North Platte	D	Other feeds
Aksarben Foods	Omaha	F	Meat packing/processing
Beef America	Omaha	D	Meat packing/processing
Greater Omaha Packing	Omaha	F	Meat packing/processing
Northern States Beef	Omaha	F	Meat packing/processing
O'Neill Packing	Omaha	C	Meat packing/processing
Omaha Steaks Int'l	Omaha	G	Meat packing/processing
Rabes Meats	Omaha	D	Meat packing/processing
Simon Meats	Omaha	C	Meat packing/processing
Skylark Meats	Omaha	F	Meat packing/processing
VMI Corp	Omaha	E	Meat packing/processing
Mann's Int'l Meat Specialties	Omaha	E	Meat packing/processing
MPS Inc.	Omaha	F	Meat packing/processing
Omaha Meat Processors	Omaha	C	Meat packing/processing
Quality Pork Int'l	Omaha	F	Meat packing/processing
Signature Foods	Omaha	D	Meat packing/processing
Smokin Gun Meats	Omaha	C	Meat packing/processing
Swift-Eckrich Inc.	Omaha	F	Meat packing/processing
ConAgra Pet Products	Omaha	C	Pet food
AG Processing	Omaha	F	Other feeds
Chemical Specialty Products	Omaha	C	Other feeds
IMS Inc.	Omaha	C	Other feeds
International Nutrition	Omaha	D	Other feeds
Pennfield Oil	Omaha	C	Other feeds
Darling Int'l Inc.	Omaha	C	Rendering
Henningsen Foods	Ravenna	C	Poultry
Excel	Schuyler	H	Meat packing/processing
Master Mix Feeds	South Sioux City	C	Other feeds
Darling Int'l Inc.	Wahoo	C	Rendering
Waldbaum Company	Wakefield	G	Poultry
IBP	West Point	F	Meat packing/processing
Wimmer Meat Products	West Point	D	Meat packing/processing
Gerber Foods	York	D	Meat packing/processing
Gerber Pet Food Int'l	York	C	Meat packing/processing

Employment Size Codes
C = 25-49
D = 50 to 99
E = 100 to 199
F = 200 to 499
G = 500 to 999
H = 1000 to 2499
I = 2500 +

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Source: Nebraska Department of Economic Development , Nebraska Directory of Manufacturers, 1996-97

Appendix II—Data Appendices

Projected Age Distribution of the Hispanic/Latino Population in Nebraska, 1995, 2010, 2025

	Number			Distribution			Avg. Annual Change	
	1995	2010	2025	1995	2010	2025	1995-2010	1995-2025
0 to 4	5,611	7,553	9,833	11.1%	9.6%	8.9%	3.8%	1.9%
5 to 9	5,757	7,494	10,103	11.4%	9.5%	9.1%	3.8%	1.9%
10 to 14	5,314	7,274	10,026	10.6%	9.2%	9.1%	4.3%	2.1%
15 to 19	4,907	7,614	9,461	9.7%	9.7%	8.5%	4.5%	2.2%
20 to 24	4,667	7,074	8,801	9.3%	9.0%	7.9%	4.3%	2.1%
25 to 29	4,550	6,378	8,138	9.0%	8.1%	7.3%	4.0%	2.0%
30 to 34	4,265	5,918	8,431	8.5%	7.5%	7.6%	4.6%	2.3%
35 to 39	3,919	5,504	7,503	7.8%	7.0%	6.8%	4.4%	2.2%
40 to 44	3,083	5,205	6,582	6.1%	6.6%	5.9%	5.2%	2.6%
45 to 49	2,099	4,511	5,525	4.2%	5.7%	5.0%	6.7%	3.3%
50 to 54	1,355	3,799	4,968	2.7%	4.8%	4.5%	9.0%	4.4%
55 to 59	1,107	2,919	4,708	2.2%	3.7%	4.3%	10.1%	4.9%
60 to 64	1,028	2,102	4,315	2.0%	2.7%	3.9%	10.0%	4.9%
65 to 69	882	1,436	3,714	1.8%	1.8%	3.4%	10.1%	4.9%
70 to 74	745	1,166	2,924	1.5%	1.5%	2.6%	9.5%	4.7%
75 to 79	458	1,035	2,186	0.9%	1.3%	2.0%	11.0%	5.3%
80 to 84	330	797	1,420	0.7%	1.0%	1.3%	10.2%	5.0%
85 and over	271	946	2,087	0.5%	1.2%	1.9%	14.6%	7.0%
Total	50,348	78,725	110,725	100.0%	100.0%	100.0%		

Source: U.S. Department of Commerce, Bureau of the Census, Population Projection Branch, PPL-47: Population Projections for States by Age, Race and Hispanic Origin: 1995 to 2025, by Paul R. Campbell

Appendix II-5

Number of Hispanics/Latinos and H/L Proportion of Total County Population, 1990

	H/L	H/L % of Total		H/L	H/L % of Total
Adams	303	1.0%	Keith	336	3.9%
Antelope	5	0.1%	Keya Paha	1	0.1%
Arthur	-	0.0%	Kimball	146	3.6%
Banner	19	2.2%	Knox	9	0.1%
Blaine	-	0.0%	Lancaster	3,938	1.8%
Boone	17	0.3%	Lincoln	1,623	5.0%
Box Butte	722	5.5%	Logan	3	0.3%
Boyd	6	0.2%	Loup	1	0.1%
Brown	21	0.6%	Madison	569	1.7%
Buffalo	1,023	2.7%	McPherson	-	0.0%
Burt	74	0.9%	Merrick	71	0.9%
Butler	20	0.2%	Morrill	434	8.0%
Cass	195	0.9%	Nance	38	0.9%
Cedar	17	0.2%	Nemaha	20	0.3%
Chase	88	2.0%	Nuckolls	17	0.3%
Cherry	24	0.4%	Otoe	106	0.7%
Cheyenne	317	3.3%	Pawnee	17	0.5%
Clay	43	0.6%	Perkins	53	1.6%
Colfax	224	2.5%	Phelps	91	0.9%
Cuming	15	0.1%	Pierce	14	0.2%
Custer	84	0.7%	Platte	255	0.9%
Dakota	1,016	6.1%	Polk	30	0.5%
Dawes	142	1.6%	Red Willow	210	1.8%
Dawson	663	3.3%	Richardson	44	0.4%
Deuel	102	4.6%	Rock	6	0.3%
Dixon	4	0.1%	Saline	74	0.6%
Dodge	223	0.6%	Sarpy	3,383	3.3%
Douglas	11,368	2.7%	Saunders	104	0.6%
Dundy	15	0.6%	Scotts Bluff	5,237	14.5%
Fillmore	35	0.5%	Seward	80	0.5%
Franklin	8	0.2%	Sheridan	68	1.0%
Frontier	19	0.6%	Sherman	8	0.2%
Furnas	37	0.7%	Sioux	44	2.8%
Gage	110	0.5%	Stanton	23	0.4%
Garden	15	0.6%	Thayer	59	0.9%
Garfield	3	0.1%	Thomas	11	1.3%
Gosper	9	0.5%	Thurston	62	0.9%
Grant	2	0.3%	Valley	17	0.3%
Greeley	2	0.1%	Washington	104	0.6%
Hall	2,116	4.3%	Wayne	22	0.2%
Hamilton	57	0.6%	Webster	11	0.3%
Harlan	5	0.1%	Wheeler	-	0.0%
Hayes	6	0.5%	York	112	0.8%
Hitchcock	23	0.6%			
Holt	23	0.2%			
Hooker	14	1.8%			
Howard	42	0.7%			
Jefferson	81	0.9%			
Johnson	47	1.0%			
Kearney	114	1.7%			

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Source: U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population, STF 3A, Nebraska

Births to Mothers of Hispanic/Latino Origin, by County
1990 to 1995

	1990	1991	1992	1993	1994	1995	Total	Avg. Annual Change
Nebraska	801	949	1,096	1,258	1,378	1,611	7,093	15%
Adams	8	7	7	9	18	23	72	24%
Antelope	0	0	1	1	2	1	5	
Arthur	0	0	0	0	1	0	1	
Banner	0	1	1	2	0	0	4	
Blaine	0	0	0	0	1	0	1	
Boone	0	0	0	0	1	0	1	
Box Butte	10	14	15	21	22	20	102	15%
Boyd	0	0	0	0	0	0	0	
Brown	1	0	0	1	0	0	2	
Buffalo	16	21	22	26	21	35	141	17%
Burt	3	3	2	0	2	2	12	-8%
Butler	1	1	2	2	2	1	9	0%
Cass	2	3	4	7	4	4	24	15%
Cedar	1	1	1	1	0	1	5	0%
Chase	10	6	5	3	4	5	33	-13%
Cherry	1	2	1	0	2	0	6	
Cheyenne	2	5	7	9	5	11	39	41%
Clay	1	0	2	2	2	3	10	25%
Colfax	14	22	27	32	30	56	181	32%
Cuming	1	1	2	4	9	11	28	62%
Custer	1	3	2	1	1	0	8	
Dakota	41	38	45	78	75	90	367	17%
Dawes	3	2	1	2	2	5	15	11%
Dawson	10	32	92	143	138	172	587	77%
Deuel	1	1	0	1	2	1	6	0%
Dixon	0	0	2	0	3	2	7	
Dodge	7	6	11	3	5	6	38	-3%
Douglas	205	254	301	329	393	440	1,922	17%
Dundy	2	1	1	0	0	1	5	-13%
Fillmore	0	0	2	1	0	1	4	
Franklin	0	0	0	0	0	0	0	
Frontier	1	0	0	0	0	1	2	0%
Furnas	0	0	2	0	0	0	2	
Gage	1	4	0	1	3	2	11	15%
Garden	2	0	1	0	1	0	4	
Garfield	0	0	0	0	1	0	1	
Gosper	1	0	0	1	3	2	7	15%
Grant	0	0	0	0	0	0	0	
Greeley	0	0	0	1	0	2	3	
Hall	69	90	114	103	133	163	672	19%
Hamilton	0	0	1	1	1	3	6	
Harlan	0	0	0	0	0	0	0	
Hayes	0	0	0	0	1	0	1	
Hitchcock	0	0	0	1	0	0	1	
Holt	1	1	1	0	0	1	4	0%
Hooker	1	0	0	0	0	0	1	
Howard	0	0	0	1	0	0	1	
Jefferson	1	0	3	0	2	3	9	25%
Johnson	1	5	2	2	0	5	15	38%
Kearney	8	2	3	3	2	2	20	-24%
Keith	3	4	7	10	5	6	35	15%
Keya Paha	1	0	0	1	0	0	2	
Kimball	3	3	6	3	1	5	21	11%

Source: Nebraska Department of Health, Division of Health Data Systems, Vital Statistics Reports, 1990-1995

Appendix II-C (cont'd)

	1990	1991	1992	1993	1994	1995	Total	Avg. Annual Change
Knox	0	2	1	1	0	0	4	
Lancaster	76	77	74	94	97	114	532	8%
Lincoln	32	39	34	32	30	32	199	0%
Logan	0	0	0	0	0	0	0	
Loup	0	0	0	0	0	0	0	
McPherson	0	0	0	0	0	0	0	
Madison	17	26	38	64	83	86	314	38%
Merrick	0	0	2	1	1	2	6	
Morrill	6	9	5	11	12	11	54	13%
Nance	0	1	2	2	0	1	6	
Nemaha	0	1	1	0	2	0	4	
Nuckolls	0	0	0	0	0	1	1	
Otoe	1	3	3	2	2	5	16	38%
Pawnee	1	1	1	0	0	1	4	0%
Perkins	1	1	0	0	0	0	2	
Phelps	4	2	3	1	1	3	14	-6%
Pierce	1	0	0	0	0	1	2	0%
Platte	7	11	18	19	29	41	125	42%
Polk	1	1	2	1	1	2	8	15%
Red Willow	7	1	1	3	2	5	19	-7%
Richardson	0	2	0	2	3	1	8	
Rock	0	0	1	0	0	0	1	
Saline	1	4	4	6	7	8	30	52%
Sarpy	61	61	61	70	65	86	404	7%
Saunders	4	0	2	4	2	1	13	-24%
Scotts Bluff	140	164	133	130	130	110	807	-5%
Seward	0	1	2	1	1	2	7	
Sheridan	2	0	3	1	1	2	9	0%
Sherman	0	0	0	0	1	1	2	
Sioux	0	0	0	0	0	0	0	
Stanton	0	0	1	0	1	1	3	
Thayer	0	1	0	2	0	1	4	
Thomas	0	0	0	0	0	0	0	
Thurston	1	2	2	0	1	2	8	15%
Valley	1	0	0	1	2	0	4	
Washington	0	2	0	3	3	2	10	
Wayne	1	1	2	0	0	1	5	0%
Webster	2	0	1	0	0	0	3	
Wheeler	0	0	0	0	0	0	0	
York	0	3	3	1	3	2	12	

Appendix H-3

Hispanic/Latino Fall Membership by County, all School Districts 1990-91 to 1996-97

County	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Avg Annual Change, 1990-91 to 1996-97
Adams	44	62	85	105	148	161	211	29.9%
Antelope	0	4	1	4	4	1	3	–
Arthur	0	0	1	1	0	0	7	–
Banner	12	9	12	7	6	10	17	6.0%
Blaine	0	0	1	0	0	0	0	–
Boone	1	0	1	0	0	3	7	38.3%
Box Butte	189	197	201	223	214	242	230	3.3%
Boyd	3	0	1	1	2	2	3	0.0%
Brown	11	13	13	14	15	11	10	-1.6%
Buffalo	236	255	282	319	347	377	432	10.6%
Burt	10	10	8	17	17	16	14	5.8%
Butler	6	7	6	2	10	15	19	21.2%
Cass	38	42	30	27	44	54	66	9.6%
Cedar	4	5	3	0	2	4	7	9.8%
Chase	25	25	20	25	28	34	41	8.6%
Cherry	4	9	1	5	3	11	6	7.0%
Cheyenne	50	69	58	68	77	81	100	12.2%
Clay	12	12	23	23	36	32	43	23.7%
Colfax	41	76	114	186	219	292	353	43.2%
Cuming	4	4	7	29	35	42	48	51.3%
Custer	15	17	21	14	9	8	12	-3.7%
Dakota	250	282	349	438	519	605	688	18.4%
Dawes	30	24	24	27	28	26	28	-1.1%
Dawson	200	355	547	768	841	1,041	1,185	34.5%
Deuel	23	30	17	21	36	44	28	3.3%
Dixon	0	1	4	6	6	6	8	–
Dodge	24	27	27	29	21	38	100	26.9%
Douglas	2,296	2,515	2,727	2,972	3,243	3,767	4,408	11.5%
Dundy	5	7	6	2	3	1	2	-14.2%
Fillmore	6	7	12	15	12	24	10	8.9%
Franklin	0	0	2	1	1	0	2	–
Frontier	7	8	9	8	12	14	17	15.9%
Furnas	3	4	10	10	10	13	15	30.8%
Gage	8	19	29	33	20	21	35	27.9%
Garden	0	1	8	4	1	3	2	–
Garfield	1	2	3	2	3	4	3	20.1%
Gosper	1	3	9	17	25	9	14	55.2%
Grant	0	0	0	1	3	0	4	–
Greeley	1	11	16	13	15	16	13	53.3%
Hall	539	590	686	777	843	998	1,144	13.4%
Hamilton	7	15	15	17	12	15	18	17.0%
Harlan	3	2	1	0	0	0	0	–
Hayes	2	12	11	13	11	12	11	32.9%
Hitchcock	0	1	5	3	3	5	2	–
Holt	3	12	11	8	10	12	18	34.8%
Hooker	2	6	5	3	4	1	2	0.0%
Howard	16	10	16	11	21	14	14	-2.2%
Jefferson	13	12	8	12	12	12	14	1.2%
Johnson	4	8	19	18	20	21	23	33.8%
Kearney	38	34	33	36	39	42	37	-0.4%
Keith	86	78	54	107	113	89	83	-0.6%
Keya Paha	0	0	0	0	0	0	0	–

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Source: Nebraska Department of Education, Data Center

County	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Avg Annual Change, 1990-91 to 1996-97
Kimball	44	27	39	53	34	50	48	1.5%
Knox	0	1	2	2	10	5	14	–
Lancaster	653	749	758	837	844	943	1,040	8.1%
Lincoln	453	446	472	452	461	460	454	0.0%
Logan	0	0	1	3	2	0	1	–
Loup	2	0	1	1	0	0	0	–
Madison	118	190	256	347	430	520	655	33.1%
McPherson	0	0	0	0	0	0	0	–
Merrick	20	33	29	33	38	29	35	9.8%
Morrill	136	175	167	185	205	177	197	6.4%
Nance	2	10	3	14	14	18	14	38.3%
Nemaha	4	1	4	2	5	6	9	14.5%
Nuckolls	10	13	13	17	15	16	19	11.3%
Otoe	26	21	27	28	27	35	41	7.9%
Pawnee	0	3	2	10	9	3	0	–
Perkins	34	25	21	12	24	38	37	1.4%
Phelps	10	11	31	29	27	39	34	22.6%
Pierce	8	2	2	3	6	10	6	-4.7%
Platte	31	69	85	112	151	233	260	42.5%
Polk	7	7	1	4	8	16	12	9.4%
Red Willow	40	46	51	51	62	63	64	8.1%
Richardson	4	2	2	18	26	19	32	41.4%
Rock	3	1	0	0	0	0	0	–
Saline	15	20	23	41	38	69	79	31.9%
Sarpy	446	476	499	540	577	619	704	7.9%
Saunders	20	21	25	28	33	27	30	7.0%
Scotts Bluff	1,511	1,602	1,631	1,617	1,642	1,699	1,750	2.5%
Seward	13	14	11	26	26	28	33	16.8%
Sheridan	9	4	13	10	15	9	12	4.9%
Sherman	5	4	2	3	7	3	5	0.0%
Sioux	0	0	0	1	1	2	0	–
Stanton	5	5	5	7	3	2	4	-3.7%
Thayer	11	7	9	6	13	13	15	5.3%
Thomas	4	3	2	2	1	1	1	-20.6%
Thurston	2	0	0	2	2	1	9	28.5%
Valley	5	2	2	1	5	16	16	21.4%
Washington	6	8	13	13	10	12	16	17.8%
Wayne	0	2	2	13	16	30	39	–
Webster	12	6	8	6	7	8	7	-8.6%
Wheeler	0	1	0	0	0	0	0	–
York	16	16	12	22	16	14	17	1.0%
ESUs	12	17	15	11	20	17	15	3.8%
Total	7,970	8,932	9,791	11,004	11,933	13,499	15,281	11.5%
Total % Change, 1990-91 to 1996-97					**91.7%**			

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Expulsion Profile–Selected Districts, 1992-93 to 1994-95

	H/L Expulsions			Total Expulsions			H/L % of Total		
	1992-93	1993-94	1994-95	1992-93	1993-94	1994-95	1992-93	1993-94	1994-95
Alliance	0	0	0	2	1	3	0%	0%	0%
Kearney	–	–	1	–	–	2	–	–	50%
Schuyler High	–	–	–	–	–	–	–	–	–
South Sioux City	–	–	2	–	–	3	–	–	67%
Lexington	6	7	2	12	11	2	50%	64%	100%
Omaha	1	5	6	14	28	75	7%	18%	8%
Grand Island	0	1	0	3	2	5	0%	50%	0%
Lincoln	0	1	2	8	3	18	0%	33%	11%
North Platte	1	0	2	7	2	10	14%	0%	20%
Madison	–	1	0	–	1	0	–	100%	–
Norfolk	8	0	2	35	14	10	23%	0%	20%
Bayard	–	–	–	–	–	–	–	–	–
Columbus	2	0	1	5	7	9	40%	0%	11%
Crete	0	0	0	2	8	3	0%	0%	0%
Bellevue	0	0	1	6	4	26	0%	0%	4%
Gering	–	1	1	–	1	1	–	100%	100%
Minatare	–	0	0	–	2	1	–	0%	0%
Mitchell	–	–	–	–	–	–	–	–	–
Morrill	2	2	1	3	2	1	67%	100%	100%
Scottsbluff	5	1	3	5	1	7	100%	100%	43%
Total–Selected Districts	25	19	24	102	87	176	25%	22%	14%

Source: Nebraska Department of Education, Data Center

Appendix III—Sources

Section I—Profile of the Hispanic/Latino Population in Nebraska

Hispanic/Latino Population: 1990 Census Counts, Current Estimates, and Projections to 2025

- U.S. Department of Commerce, Bureau of the Census, Population Projection Branch, Population Electronic Series #45, Detailed files
- U.S. Department of Commerce, Bureau of the Census, Population Projection Branch, PPL-47: Population Projections for States by Age, Race and Hispanic Origin: 1995 to 2025, by Paul R. Campbell

Selected Characteristics of the Hispanic/Latino Population: 1990

- U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population, STF 3A, Nebraska

Births

- Nebraska Department of Health, Division of Health Data Systems, Vital Statistics Reports, 1990-1995

Section II—Profile of Hispanics/Latinos in Pre-School, Elementary, and Secondary Education

Head Start

- Nebraska Department of Education, Early Childhood Care & Education Division, Head Start State Coordinator
- Contact with individual Program Grantee agencies

Fall Membership (Enrollment)
Dropouts
Expulsions
Completions

- Nebraska Department of Education, Data Center

Title 1 Programs

- Nebraska Department of Education, Title 1 Program Director

Limited English Proficiency (LEP) Programs

- Nebraska Department of Education, Equal Education Opportunity/ESL Director

School Personnel

- Nebraska Department of Education, Data Center

Migrant Education

- Nebraska Department of Education, Migrant Education Administrator

Standardized Testing

NAEP

- National Center for Education Statistics, National Assessments of Educational Progress, 1996, Mathematics Assessments; Summary overview prepared by Nebraska Department of Education, School Improvement/Accreditation Division Consultant
- National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 1996, Mathematics Assessments, provided by Nebraska Department of Education, School Improvement/Accreditation Division Consultant
- National Center for Education Statistics, National Assessments of Education Progress (NAEP) 1994, Reading State Report(s) for Nebraska: The Trial State Assessment at Grade 4 (issued December 1995), provided by Nebraska Department of Education, School Improvement/Accreditation Division Consultant

ACT and SAT

- Nebraska Department of Education, School Improvement/Accreditation Division Consultant, from data provided by American College Testing, Iowa City, IA, and The College Board, New York, NY

Adult Basic Education (ABE) Programs

- U.S. Department of Education, Division of Adult Education, Office of Vocational and Adult Education, Annual Performance Reports for the Adult Education State-Administered Program. Provided by Nebraska Department of Education, Adult Program Services Division

Section III—Profile of Hispanics/Latinos in Postsecondary Education

Enrollments

- Coordinating Commission for Postsecondary Education (CCPE), A Factual Look at Higher Education in Nebraska, various years

Degree Completions

- Coordinating Commission for Postsecondary Education (CCPE), A Factual Look at Higher Education in Nebraska, various years
- Integrated Postsecondary Education Data Surveys (IPEDS) of Public and Independent Colleges and Universities in Nebraska (data housed at CCPE.)

Faculty and Staff

- University of Nebraska, Central Administration, Office of Institutional Research and Planning

Private Career Schools—Enrollments and Completions

- Coordinating Commission for Postsecondary Education (CCPE), A Factual Look at Higher Education in Nebraska, July 1996

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